

Texas General Academic Institutions: Increasing Successful Community College Transfer

**A Report to the Texas Legislature
House Bill 1, 84th Texas Legislature**

Fall 2015

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Texas Higher Education Coordinating Board



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Agency Mission

The Texas Higher Education Coordinating Board promotes access, affordability, quality, success, and cost efficiency in the state's institutions of higher education, through Closing the Gaps and its successor plan, resulting in a globally competent workforce that positions Texas as an international leader in an increasingly complex world economy.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The Coordinating Board's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for preeminence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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Executive Summary

Legislative Directive

The 84th Texas Legislature, Regular Session, General Appropriations Act for the 2016-2017 Biennium (III-256, Rider 52) directs the Texas Higher Education Coordinating Board (Coordinating Board) to provide an analysis of transfer goals and practices based on reports from Texas public general academic institutions. The legislation requires the Coordinating Board to submit an annual report that describes institutions' efforts to increase the number, success, and persistence of community college transfer students. The report also must make recommendations to improve student transfer.

As part of the report, the legislation directs the Coordinating Board to provide performance data by institution for both community college transfer students and native students. For the Coordinating Board's analysis and report, Texas public general academic institutions responded to a survey about their goals and practices in serving community college transfer students. This report fulfills the directives from the Legislature, and Appendix A contains the text of Rider 52.

Methodology

The 2015 report includes analysis of applications, acceptances, and student enrollments for fall 2014. This analysis compares first-time-in-college students (native) at Texas public universities and community college transfer students applying to, and enrolling in Texas public universities. Additionally, a cohort of students at public universities, continuing natives, and new transfers who were classified as juniors in fall 2010, are tracked through spring 2014 – the latest semester for which data are available. This report also provides an analysis of previous cohorts and compares their performance with the performance of the fall 2010 cohort. Universities are grouped according to their Accountability System peer group to allow for more meaningful comparisons.

Institutional information about programs and practices that encourage transfer success are presented along with recommendations to encourage institutions to adopt successful strategies to improve community college student transfer. The report includes the summary information from each institution, as directed by Rider 52.

Coordinating Board staff sent a survey to each Texas public university to learn institutional goals and current practices that serve community college transfer students, to understand barriers to student transfer, and to identify any potential emerging issues. The survey responses from the individual institutions are provided in the Institutional Profiles, and response comparisons are included in the Analysis and Observations section. Performance data by institution, which compares native and community college transfer students, is presented also.

Currently, seven Texas public general academic institutions have unique circumstances, which do not allow them to provide data regarding students transfer for the purposes of this report. Three Texas public institutions are upper-division level only: Sul Ross University-Rio Grande College (Sul Ross-Rio Grande), Texas A&M University-Central Texas (TAMU-Central

Texas), and Texas A&M University-San Antonio (TAMU-San Antonio). These three institutions offer no point of comparison between their native and transfer students in the tables and analyses since all their students are transfer students. Four additional Texas public institutions originally were founded as upper-division institutions but received authority to expand into the lower divisions. These institutions are as follows: University of Houston-Clear Lake (UH-Clearlake), which admitted freshmen in 2014; University of Houston-Victoria (UH-Victoria), which admitted freshmen in 2010; Texas A&M University-Texarkana (TAMU-Texarkana), which admitted freshmen in 2010; and University of North Texas at Dallas (UNT-Dallas), which admitted freshmen in 2009. Data from these institutions does not allow for comparisons.

The cohorts included in this report include only transfer students who enter institutions as juniors after successful completion of 60 semester credit hours (SCH) at a community college and native students who have completed 60 SCH. As such, these cohorts do not reflect overall completion rates for all transfer students. Texas public universities enroll many transfer students who enter with less than junior standing, transfer from another university, or come from out-of-state institutions. The cohort data included in this report compare two groups of Texas students at a point in which they have made similar progress toward completing a bachelor's degree. Focusing on these cohorts allows the Coordinating Board and others to compare native and transfer students who have persisted through approximately the first half of their undergraduate coursework.

Findings

The data analysis for this report, which looks at the transfer of Texas students from a public two-year college to a public university, is only a portion of the much broader spectrum of student mobility that universities address. While this report has a limited scope and the term “transfer” is defined narrowly, the institutional survey responses provide evidence of the complex challenges and the many variables that influence the movement and success of students. Concurrent with the recruitment, advising, and enrollment of Texas community college transfer students, Texas public universities must address the needs of students seeking to transfer from other public and private universities, both in and out of state; students from out-of-state, two-year colleges; and students with international transcripts and global educational experiences. Many of these other students have attended multiple institutions before applying to the Texas public universities that will be their final destinations. Additionally, universities must advise their returning students, who may or may not return with transfer work.

The enrollment data for first-time undergraduates and community college transfers indicates an overall growth in numbers for each group. Texas public universities are successfully recruiting students on high school and community college campuses. They are also processing more applications than ever, evaluating more transcripts, and advising students along the way toward enrollment. A university's approach to these tasks varies depending on many factors, such as student demographics, recruitment strategies, and resources available. An approach that is successful at one university may not address the needs of another university.

The performance data included in the 2015 report for the fall 2010 cohort of public university natives and transfer students classified as juniors indicates that graduation rates for community college transfer students and time to degree continue to lag behind that of native juniors. This difference in performance has been observed consistently since the first Transfer

Student Report cohort of fall 2005, reported in 2010. There has been minimal change in statewide graduation rates and time to degree for the two groups within each cohort of natives and transfers during the six-year period of the study, and the cumulative data confirm this.

One observation is that both natives and transfers attempted slightly fewer semester credit hours (SCH), which may be attributable to the limit on the number of SCH a public university may require for the bachelor's degree. This 79th Texas Legislature, Regular Session, enacted this limitation in 2005, which may have helped to improve efficiency in degree completion.

The enrollment and performance data and the institutional survey responses indicate that Texas public universities understand the importance of transfer students, and they are continuing efforts to recruit, retain, and graduate those students as efficiently as possible. The data also show that the gap between natives and transfers remains, which suggests there is opportunity for improvement among institutions. With that realization also comes the recognition that there are limits to what a single institution may achieve and a limit to what the state can mandate when the most important variables in the mix are the students and the choices they make. Students' personal choices, of course, play a role and may circumvent the best efforts of a single university or the state. Of note, Texas students appear to behave in similar ways to students across the nation.

The National Student Clearinghouse Research Center (NSCRC) published their second report on transfer and mobility in July 2015. Titled *Transfer & Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort*, the study findings are relevant to this report and provide a national context when looking at Texas community college transfer student success. Some of the report findings are:

- Only one in eight community college transfer students has an associate degree when they transfer to a four-year institution.
- Almost 20 percent of community college transfers and 25 percent of university transfers come from another state.
- Students who enroll full-time and then part-time alternately during the pursuit of a bachelor's degree have the highest mobility rate.
- Students who only attend part-time had the lowest mobility rate.
- More than 50 percent of students transferring from a four-year public institution transfer to a two-year college and more than 40 percent of students transferring from a private university also move to a community college.
- A total of 25 percent of transfer students from universities to community colleges were "summer swirlers" who returned to their starting university for the fall semester.¹

Conclusions

Educators, administrators, and policy makers are increasingly aware of the need for elementary, middle, and high school students to be advised on how their current choices affect their future educational options. There is a similar need for community college students to be

¹ Shapira, D., Dundar, A., Wakhungu, P.K., Yuan, X., & Harrell, A. (2015, July), *Transfer and Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort*. Signature Report No. 9. Herndon, VA: National Student Clearinghouse Research Center.

advised that the choices they make in the community college may limit or complicate their options when transferring. The motivations for attending a community college vary, and sometimes the most expedient choice at the community college does not serve a student well in their later pursuit of a bachelor's degree. In the survey responses, inaccurate community college advising and excess hours were identified as major concerns.

Many Texas public universities and community colleges are trying proactively to remedy this problem. These efforts should be expanded to all universities, and community colleges should facilitate students' early exposure to university expectations. Perhaps university representatives can attend community colleges' orientations and registration sessions. Universities' high school recruiters should be trained in all transfer issues and should be available to communicate to new community college students the importance of seeking university advising early. While at the community college, students also need to learn how to be informed advocates for themselves.

Universities should find opportunities to advise students directly early in their community college attendance, and universities' representatives should work collaboratively with advisors at community colleges to facilitate transfer and efficiency. Some universities are doing this now, but those that are not should be encouraged to find ways to facilitate these advisor-to-advisor exchanges. Community college advisors could be invited to participate in training provided by university personnel to familiarize the advisors with programs, degree requirements, and university web resources. Making information easily available and understandable is one of the best ways to help community college advisors and their students seeking to transfer know more about university program requirements.

Community college students would benefit from understanding how coursework transfers to the university. Information should be made available for students to identify courses approved in the Academic Course Guide Manual (ACGM), the official listing of academic courses that are fully transferable. Institutions also should utilize the Texas Common Course Numbering System (TCCNS), which provides a crosswalk for transfer of ACGM courses. Some universities have elaborate websites, but do not clearly identify courses on their departmental pages that would easily transfer. In catalogs, ACGM courses and their TCCNS numbers should appear beside equivalent lower-division courses, and in degree plans, and this information should be embedded in departmental web pages or paper publications.

Academic courses that transfer should be easily identified using their TCCNS, and universities should be more diligent in aligning courses and consider the impact of designing courses to meet lower-division (freshman and sophomore) program requirements, especially for courses that are dissimilar to any course available at a community college. Universities that strive to differentiate degree programs at the lower-division level may put transfer students at a disadvantage and also increase the likelihood that a community college will seek approval to teach unique courses. Such unique-need courses may only be applicable to degree requirements at one university, and students may not be aware of this limitation. Enrollments in unique-need courses may be small, and students may be encouraged to enroll in them because of class size, even though the courses may limit students' transfer choices or add to their excess hours.

Universities should collaborate with community colleges to align curricula for specific degree programs. The collaborations should result in Articulation Agreements that clarify the most efficient plans toward the bachelor's degrees, without including courses that are required for an associate degree but do not meet any requirements of the bachelor's degree program. With increased efforts statewide to facilitate reverse transfer, those unnecessary courses at the lower division may be avoided and students could be awarded associate degrees after transfer.

Local and regional collaborations are important, but with increasing mobility of students statewide initiatives are a more effective way to address challenges in transfer. University faculty should take the leadership roles in these efforts and strive to find commonalities between bachelor's degree programs, without unnecessary differentiation at the lower-division level. Key and continuing among these efforts are the Coordinating Board's ACGM Learning Outcomes Project, voluntary transfer compacts with Texas Tuning Curricula, the ACGM Advisory Committee, and Field of Study Curriculum Advisory Committees. Universities should encourage and support faculty participation in these opportunities, as well as have the expectation that faculty embrace curricular changes resulting from these statewide initiatives.

Community college transfer students take longer to graduate but complete their degrees without accumulating many more semester credit hours than native students. This means that they may attend part-time and may stop out when they do not attend at all. This situation might be mitigated if more financial support, e.g., scholarships, were available to them, including scholarships for part-time students.

Even with the best efforts to advise students, on occasion students who transfer will not have the exact course/degree requirement on their student records. They may have taken a course that is similar but not exactly the same course required by the university. In these cases, universities should consider alternative means for students to demonstrate their ability to be successful in moving forward in a degree plan. Universities may provide challenge exams and other methods of demonstrating competency, rather than automatically requiring the student to take additional courses. Supplemental instruction concurrent with enrollment in a more advanced course also may be an option when a student transfers with learning gaps.

Recommendations

- Community colleges and universities must collaborate in advising transfer students early in their community college attendance, thereby decreasing excess hours.
- Universities and community colleges should actively participate in the updates and revisions of the Academic Course Guide Manual (ACGM).
- Universities must be more diligent in aligning their courses with those in the ACGM and in using the Texas Common Course Numbering System (TCCNS) because it provides the universal language to communicate lower-division program requirements and course information.
- Community colleges and universities should cooperate to align curricula for specific degree programs, both locally and through statewide initiatives.
- Financial aid available to transfer students should be increased to reduce students' time to degree and to increase their completion rates.
- Universities should find alternative ways to help students who transfer demonstrate their competencies and overcome learning gaps when transferring between institutions.

Introduction

The 84th Texas Legislature, Regular Session, General Appropriations Act for the 2016-2017 Biennium (III-256, Rider 52) directs the Texas Higher Education Coordinating Board (Coordinating Board) to provide an analysis of transfer goals and practices based on reports from Texas public general academic institutions. The legislation requires the Coordinating Board to submit an annual report that describes institutions' efforts to increase the number, success, and persistence of community college transfer students. The report also must make recommendations to improve student transfer.

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The performance data are drawn from the Coordinating Board's existing database of information reported annually by each Texas public general academic four-year institution. The data for the 2015 study includes the graduation, or completion rates, and time to degree for a cohort of students identified as juniors in fall 2010. As this is the sixth year of the report, analysis includes a look back at the previous cohorts and cumulative performance data for the selected students at the public universities. Also from the Coordinating Board's database is information about admission and enrollment of students, both first-time undergraduates and transfer students. The applicants, acceptance, and enrollment yields for the previous fall semester are provided, and this report looks back further to the preceding five years to see change over time. Performance data and enrollment yields are divided into institutional accountability peer groups to make similarities and differences among institutions and groups of institutions more apparent.

The juniors whose performance is analyzed are either "native" students or "transfer" students. Native juniors are those who initially enrolled at the university and achieved junior status the fall semester of the cohort year at that same university. Transfer juniors are those students who transferred for the first time from a community college into a university as juniors the fall semester of the cohort year. The term "time to degree" in this report refers to the time a student takes to complete a bachelor's degree from the fall semester at which the student, either native or new transfer, is classified as a junior. The graduation completion rate refers to the rate at which the same cohort of students graduated with a bachelor's degree. For the purpose of this study, the graduation rate was calculated at four years following the semester in which a native or transfer student achieved junior status.

Beyond enrollment and performance data, the second component of the report is the results of a survey from Texas public universities conducted by the Coordinating Board in July 2015. Texas public universities were asked about their outreach efforts and services for transfer students. The survey solicited information about articulation agreements, community college program enhancements, advising, website information, financial aid and scholarships, student success programs, and degree program alignment. For the first time, the survey this year included questions about participation and promotion of statewide initiatives aimed at

smoothing and improving transfer for Texas students. The survey also asked institutions to rank common barriers to transfer. Appendix B contains the full text of the survey.

Analysis and Observations - Survey Responses

Services Available to Transfer Students

For this report, the types of services institutions may have provided for transfer students are categorized as outreach, orientation, advising, success programs, website, and financial aid.

Outreach to Community Colleges

The most basic and common outreach to transfer students is recruitment. All Texas public universities recruit on the campuses of community colleges. Marketing budget considerations and competition (other universities, public and private) drive recruitment activities and their success. For some smaller, less urban universities, recruiting involves making community college students aware of the university. Recruiters also communicate information about facilities and campus resources, social life, extracurricular activities, and academic programs.

Beyond recruitment, a second common outreach effort is advising on the community college campuses. Advising during the recruitment process is a top priority for universities as they try to guide prospective students in their choice of courses and preparations for transfer. A total of 87 percent of Texas public universities report they send advisors either routinely or for special events to community college campuses. Several institutions mentioned additional or new advising days and events at feeder community colleges, which included on-the-spot transcript evaluations. The on-the-spot evaluations enable advising to be specific to the student's academic record. Five institutions indicated that part of their outreach at the community colleges involves meetings with the community colleges' advisors to familiarize them with the university's admission requirements and specific academic program requirements. Depending upon programs, location, and mode of delivery of instruction, some universities provide on-site admissions, advising, and enrollment at community college campuses.

Transfer Orientation

Increasingly orientation continues to be viewed as an essential and valuable service for transfer students. The number of institutions that did not offer a transfer orientation decreased from 15 in 2014 to only 3 for the 2015 survey period. A majority (23 or 61%) of Texas public universities offer an orientation tailored to meet the needs of transfer students and require attendance. The remaining universities (12 or 32%) which provided a transfer orientation did not require attendance. When orientation was required, the average participation rate was 84 percent of students with 8 institutions reporting 100 percent participation. As expected, when orientation is optional, average participation was much lower at 31 percent.

More than two-thirds of Texas public universities use transfer orientation programs to provide all of the following services: academic advising, registering students in classes, introducing student organizations, counseling students about their financial aid package, having academic departments meet with new students, providing campus tours, and engaging parents and family with special sessions and a meal provided by campus food services. A couple of institutions, Texas A&M University and Sam Houston State University, offer multiple day camps

for transfer students that include extended opportunities to provide services and engage transfer students.

Advising Transfer Students

The most frequently cited activity included in orientation programs is academic advising. As noted above, advising transfer students prior to transfer while they are still at the community college is a high priority in outreach efforts, and universities invest resources to make this service available and convenient. Advising students after admissions, but before they register for courses is also a priority. All but one university require academic advising for transfer students, and most universities provide training to advisors specific to the issues germane to transfer students. Of the 35 institutions with transfer orientations, 10 use professional advisors alone, 20 use professional advisors and also engage faculty advisors, and 2 institutions depend solely on faculty advisors during orientation.

Concurrent with the investment and emphasis on advising is institutions' concern about the number of hours students have earned prior to enrolling at the university. When universities were asked to rank barriers to transfer, students transferring with excess hours was the barrier cited most frequently with 31 universities out of 38 (81%) ranking it as a problem. Nine or 24 percent of the universities surveyed ranked excess hours in transfer as the number one barrier and an additional six (16%) universities ranked it as the number two problem. The second most frequently identified barrier was "inaccurate and/or inadequate advising at the community college." Thirteen institutions ranked community college advising as either their first or second most problematic issue. The barriers perceived as the top two are closely related, occur in the students' educational careers prior to admission and attendance at the university, and complicate advising when students transfer. Although excess hours and courses not applicable to a degree plan present challenges when advising transfer students, universities try to mitigate the negative consequences of these barriers through community college outreach advising and specialized training for their own advisors.

Transfer Success Programs

Texas public universities provide many services designed to encourage and support student success. Many services serve all students, such as advising, tutoring, student and faculty mentoring, academic alert systems, Veteran Affairs, career placement, financial aid centers, and one-stop shops for advising, financial aid, and enrollment. Other services are specific to transfer students. A total of 61 percent of universities indicated they had introduced a new service for transfer students during 2015. Some institutions initiated new success programs, such as transfer orientations, or they made the orientations a requirement for enrollment. It is important to note that a program that has served one institution well for a long time may involve substantial change and commitment for another institution that initiates a similar program for the first time.

Institutions reported initiating the following new programs to serve transfer students and encourage success:

- Learning communities
- Targeted emails and bulletins
- Degree audit software
- An honors program for transfer students
- On-campus preview days for transfer students,

- Financial aid consortium for students concurrently enrolled at the university and community college
- Website services specific to transfer students
- Transition centers
- Transfer students convocations or appreciation days after the start of the semester
- Hiring academic advisors who specialize in transfer
- Designating personnel as a team to focus on transfer student success
- Designating campus space for a transfer student welcome center and lounge,
- Sponsoring either a Phi Theta Kappa (community college honor society) alumni chapter or Tau Sigma National Honor Society – a national honor society designed exclusively for transfer students
- Required seminars
- Workshops or courses for struggling transfer students or those placed on academic probation
- High school to college to university partnerships

Websites

All Texas public universities have sections/pages on their websites for information tailored to address the needs of transfer students. More than 90 percent of the websites include the required grade point average for transfer admissions and the number of transfer semester credit hours a student must have to be considered a transfer student. Because these requirements vary by institution, putting this information on the website is important to prospective students as they compare institutions.

A total of 86 percent (33) of institutions have degree program guides that include Texas Common Course Numbers (TCCNS) on their website, but a complete listing of an institution's TCCNS course equivalents appears less frequently on websites. Specifically, 68 percent (26) of universities reported that a comprehensive listing of TCCNS courses offered by the institution is available on their website. This represents an increase over last year, when almost half did not respond affirmatively about the availability of the TCCNS information. Scholarship information specific to transfer students, however, appears on the websites at 76 percent of the institutions.

Institutions reported other items on websites, such as links to financial aid, the undergraduate catalog, residence life and dining services, academic departmental pages, copies of articulation agreements, and Academic Fresh Start information. Two institutions reported including information about their transcript evaluation process and policy – how many hours are accepted, how repeated courses are counted, and what happens when there is not an equivalent institutional course to match a course on a student's transfer transcript.

Transcript evaluation is an important part of the transfer admission process that some students do not understand. By putting their policies and explanations online, the institutions provide a point of reference for students and community college advisors. Many universities provide complimentary evaluations for prospective transfer students, and the transcript evaluation policy and process information serve as resources to help students interpret their evaluations.

Financial Aid

Texas public universities with a mix of native and transfer students reported in the survey that they awarded transfer students with an average of 26 percent of their overall financial aid. The average proportion of transfer students at the institutions receiving financial aid was 70 percent. This is 8 percent more than the average last year. At the Research Institutions, transfer students' awards averaged between \$11,000 and \$15,000. At Emerging Research Institutions, students' financial aid awards averaged between \$8,000 and \$12,200, with one institution not providing an average award. At Doctoral Institutions, the awards averaged between \$7,000 and \$11,200. At Comprehensive Institutions, the awards averaged between \$4,200 and \$10,900, with an anomaly average reported of \$16,100. For Master's Institutions, the averages for financial aid awards to transfer students fell between \$2,500 and \$11,700. Statewide, the average award to transfer students was \$9,455, which was slightly below last year's average of \$9,581.

Beyond the conventional financial aid packages available for students, some institutions offer institutional and departmental scholarships specifically designated for community college transfer students. In Texas, 71 percent of public universities offer these scholarships. Eligibility for the institutional and departmental scholarships may be based on need, but merit or academic record are also considered. The scholarships are used to attract high-performing transfer students from community colleges.

Transfer Pathways

For purposes of the report and survey, Transfer Pathways for transfer students includes academic and workforce agreements, dual admissions, statewide initiatives, and curriculum alignment through the "vertical teaming" efforts of faculty at universities with faculty at community colleges.

Articulation Agreements

Articulation agreements between Texas public universities and community colleges can mean different things to different institutions. For some, an articulation agreement is the simple joining of two separate curricula, the lower division at the community college and upper division at the university. In other cases, the articulation agreement involves a course-by-course equivalency alignment of lower-division courses at the community college with the courses of its university partners. The later arrangement includes only courses necessary to fulfill bachelor degree requirements and identifies specific core curriculum selections that best fit the requirements of the degree major. There are probably more interpretations of what an articulation agreement is, based on the survey response and the disparity among universities in the number of agreements reported. All but three public universities report having articulation agreements in place with at least one community college. Survey responses indicate 1,206 articulation agreements currently in effect among universities and community colleges, with 96 new agreements initiated this year by 20 institutions.

Dual Admissions

Compared to the number of institutions reporting articulation agreements, dual admission agreements are much less prevalent. Dual admission agreements are often used as a marketing tool to establish a relationship with a prospective student and do not require enrollment at both institutions simultaneously. Concurrent enrollment at two institutions of higher education is a common occurrence and strategy for transfer students but is not

necessarily related to or controlled by dual admissions agreements. Twenty universities reported having at least one dual admission agreement with a community college.

Statewide Initiatives

The Coordinating Board has overseen a number of projects intended to facilitate and improve transfer efficiency. Key among these is the Texas Core Curriculum, Field of Study Curricula (FOSC), Texas Tuning with the accompanying statewide voluntary transfer compacts, and the Academic Course Guide Manual (ACGM) Learning Outcomes Project. The success of the initiatives depends on how well they are embraced and promoted at individual institutions in Texas. Faculty involvement with, and awareness of, the initiatives is essential. The most prominent initiative is the core curriculum. Twenty-four (64%) universities report conducting training for faculty on the core curriculum. Fewer than half (44%) of Texas universities report training faculty about FOSCs. The number of institutions conducting training or providing information about the significance of Tuning, Voluntary Transfer Compacts, and the ACGM Learning Outcomes is less than one-third.

Vertical Teaming

While Coordinating Board initiatives aim to address transfer throughout the state, locally most universities collaborate with community colleges in their region to align degree program curricula and courses. Doing vertical teaming helps students avoid learning gaps and accumulating excess hours and helps students transfer from community colleges to universities with a level of preparation similar to that of native students. Twenty-six (68%) universities reported conducting vertical team meetings, which addressed the transfer curricular needs of approximately 200 degree programs.

Barriers to Transfer

For purposes of the report and survey, barriers to transfer are as follows: challenges for students who are transferring, administrative units at the universities, and faculty that hindered smoother transitions. Universities were asked to rank 10 barriers to transfer identified in previous survey years and to add any others not included in the list. As noted above under advising, “students transferring with excess hours” was the barrier cited most frequently, followed by “inaccurate and/or inadequate advising at the community college” – ranked second in terms of frequency.

After excess hours and academic advising, the third most frequently ranked barrier was lack of financial support for transfer students. Ten universities ranked this as either the first or the second most severe problem they face with transfer students. University respondents indicated there is a discrepancy in the level of funding for scholarships offered to first-time-in-college students versus those offered to transfer students. While a full-ride scholarship may be offered to a first-time-in-college student, no such offering exists for transfer students.

The fourth most frequently cited barrier was lack of timely and accurate transcript evaluation. Transcript evaluation is the determination of course credit to be received in transfer. During transcript evaluation, some or all course equivalencies are determined; repeated courses are identified; and in some cases, specific degree applicability of courses is noted. Excess hours may add to the complexity of the evaluation process, especially with multiple transcripts from different institutions and more information/courses to be reviewed. This gathering of transcripts and assessing of course information is needed to create the student’s transfer record so that

accurate institutional advising can go forward. Several factors influence the comprehensiveness and swiftness of transcript evaluation. The student must request transcripts be sent, the sending institutions must process the students' requests, and the university must receive the transcripts and do the evaluation to convert transfer credit earned into the institution's course equivalents. Electronically sent transcripts have shortened the time between request and receipt, but use of this data transfer depends upon the technology capabilities of the institutions. Institutions, including community colleges as well as universities, have varying levels of technology expertise and infrastructure. These are high-dollar investments that not all institutions can designate as a high priority when instruction is viewed as more crucial to their mission.

The dilemma of parceling out resources segues into the fifth most frequently identified barrier to transfer: lack of institutional resources to facilitate transfer students. Office space on campus and at remote locations, travel expenses, printing, technology support and student information software platforms, and personnel are only part of the logistical mix needed by universities to meet the challenges of attracting transfer students, processing their applications, and then advising, enrolling, and supporting their success.

Other barriers ranked lower than the top five were lack of program availability, inadequate course scheduling and rotation, lack of alignment with community college curriculum, lack of capacity of programs, and program admission requirements that differ from the university's general admission requirement.

Barriers added by institutions that differed significantly from anything on the list were on-campus housing requirements, geographic location, and an increasing demand for courses and degrees available online.

An issue closely related to advising, and cited by two universities, was the fact that students at the community colleges were encouraged to complete associate degrees before transferring, even though not all the courses in the associate degree plan would apply to their bachelor's degree.

The survey asked institutions about changes they have made to overcome the transfer barriers they have experienced. Nineteen universities indicated they had made significant changes to smooth transfer. Eight institutions indicated that they had acquired specialized advising software, made other technology improvements for processing transcripts and applications, and hired additional or trained more personnel for transcript evaluation and student advising. Four institutions made curricular, course numbering, or degree requirement changes to align more closely with community colleges. Three institutions stepped up efforts for advising transfer students early, while the students are still at community colleges. Other efforts mentioned were more collaboration with their community college partners and plans to increase program capacity.

Emerging Issues

Texas public universities reported a range of emerging issues that could affect the success of transfer students. These emerging issues may be specific to the institutions and often mirror the barriers already experienced by other institutions. What is considered a resolved or addressed barrier at one institution could be new and considered emerging at another. As is the case with barriers, advising and transcript evaluation are top challenges some institutions anticipate are likely to become more difficult to overcome. Lack of financial aid for transfer students and lack of financial resources to recruit, advise, and admit transfer students not only are listed frequently as current barriers, but also are seen by some institutions as emerging issues. Program capacity; specialized program accreditation standards; changes and differences in the grade-point-average requirements for general admission and specialized programs; and availability of housing, programs, and courses also are considered emerging issues by some institutions in this 2015 report.

Some institutions identified a change in enrollment patterns as an emerging issue closely related to advising and to the increase in the number of dual credit and early college students. Those students are not considered transfer students but are first-time-in-college students. Transfer students are competing with the dual credit and early college students for sophomore or more advanced class offerings, while the traditional freshman course offerings are not demonstrating the enrollment numbers of the past. This shift may involve re-evaluating class schedules and faculty assignments.

Analysis and Observations – Performance Data

Application Rates, Admission Rates, and Enrollments

Applications for undergraduate university admission fall into two groups: first-time-in-college (FTUG) undergraduates and transfer undergraduates. For purposes of this report, the transfer students only include the students who are transferring from a Texas community college to a Texas public university. Six years of statewide applicant data for both FTUG and community/technical college transfer students at Texas public universities show an increase in enrollment over time for both groups (see Table 1). The data also reveal that the number of applicants and the number of acceptances for FTUG are much higher than for transfers. Additionally, the percent of change or growth rate for FTUG applicants and acceptances is twice that of the growth rate for community college transfer students; however, a higher percentage of accepted transfer students actually enroll. The yield rates in terms of percent of students who move from applying to acceptance to enrolling for each group of applicants have not changed significantly over time.

Table 1. Six-Year, Statewide Summary of Applicants, Acceptance, and Enrollment

Year	FTUG APPLICANTS					TRANSFER APPLICANTS				
	Apply	Accept	% of Apply	Enroll	% of Accept	Apply	Accept	% of Apply	Enroll	% of Accept
Fall 2009	115,965	98,875	85%	61,586	62%	28,419	25,640	90%	19,559	76%
Fall 2010	123,503	103,246	84%	65,021	63%	29,637	26,839	91%	20,664	77%
Fall 2011	128,095	106,450	83%	66,907	63%	29,739	26,756	90%	20,682	77%
Fall 2012	136,614	112,304	82%	68,629	61%	29,766	27,002	91%	20,730	77%
Fall 2013	140,109	112,926	81%	70,505	62%	30,088	26,766	89%	20,641	77%
Fall 2014	144,425	118,883	82%	74,868	63%	31,365	28,224	90%	21,890	78%
change	28,460	20,008		13,282		2,946	2,584		2,331	
% change	25%	20%		22%		10%	10%		12%	
Statewide Cumulative	788,711	652,684	83%	407,516	62%	179,014	161,227	90%	124,166	77%

Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates.

Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree.

Matched back six years to CBM001 to make sure they were FTUG at a college and not a university. Matched to CBM001 for same fall year as application year to see if enrolled. Statewide summary does not include duplicates.

More subtle changes and differences are observed in growth patterns and the percentage of students who move from applying to acceptance to enrollment for FTUG and transfer students when averages and change are calculated for peer groups of institutions. The "Six-Year Summary by Peer Group of Applicants, Acceptance, and Enrollment" (Table 2) shows that Doctoral Institutions demonstrated the greatest percentage growth for FTUG applicants and acceptance, with a 71 percent increase in the number of applications received and a 51 percent increase in the number of FTUG students accepted. However, those exceptional increases for Doctoral Institutions did not result in an exceptional increase in comparison to other peer groups in percent of those accepted FTUG students choosing to enroll.

Master's Institutions experienced the greatest percentage growth for enrollment of both FTUG and transfer students of all peer groups. Research Institutions had the lowest acceptance rate for transfer students, but their yield of transfer students who were accepted and chose to enroll was the highest, at 82 percent. Of note, the "Six-Year, Statewide Summary of Applicants, Acceptance and Enrollment" (Table 1) does not include duplicates for students who applied and were accepted to multiple institutions, whereas the "Six-Year Summary by Peer Group of Applicants, Acceptance, and Enrollment" (Table 2) includes duplicates and includes the multiple applications and acceptances of a single student. In both tables, only a single institution is counted as the institution for a student's enrollment. But, even if the student is not accepted or is accepted but chooses not to attend an institution, the institution still expends efforts in processing applications.

Table 2. Six-Year Summary by Peer Group of Applicants, Acceptance, and Enrollment

Year	Peer Group	FTUG APPLICANTS					TRANSFER APPLICANTS				
		Apply	Accept	% of Apply	Enroll	% of Enroll	Apply	Accept	% of Apply	Enroll	% of Enroll
Fall 2009	Master's Institutions	15,063	13,661	91%	4,812	35%	4,501	4,255	95%	2,845	67%
Fall 2010	Master's Institutions	16,149	14,729	91%	5,756	39%	5,303	5,098	96%	3,421	67%
Fall 2011	Master's Institutions	18,312	15,454	84%	6,758	44%	4,916	4,665	95%	3,097	66%
Fall 2012	Master's Institutions	19,462	15,746	81%	6,327	40%	5,147	4,877	95%	3,214	66%
Fall 2013	Master's Institutions	19,190	14,654	76%	6,013	41%	5,407	5,083	94%	3,383	67%
Fall 2014	Master's Institutions	20,977	16,645	79%	6,367	38%	5,787	5,416	94%	3,629	67%
change	Master's Institutions	5,914	2,984		1,555		1,286	1,161		784	
% change	Master's Institutions	39%	22%		32%		29%	27%		28%	
Cumulative	Master's Institutions	109,153	90,889	83%	36,033	40%	31,061	29,394	95%	19,589	67%
Fall 2009	Comprehensive	22,055	18,693	85%	8,611	46%	3,061	2,840	93%	1,912	67%
Fall 2010	Comprehensive	22,855	18,365	80%	8,430	46%	3,150	2,877	91%	1,903	66%
Fall 2011	Comprehensive	26,062	20,548	79%	9,218	45%	3,246	2,935	90%	2,033	69%
Fall 2012	Comprehensive	28,174	22,436	80%	8,659	39%	3,265	2,945	90%	2,006	68%
Fall 2013	Comprehensive	28,655	22,224	78%	8,824	40%	3,280	3,012	92%	2,008	67%
Fall 2014	Comprehensive	30,739	24,034	78%	9,241	38%	3,427	3,192	93%	2,149	67%
change	Comprehensive	8,684	5,341		630		366	352		237	
% change	Comprehensive	39%	29%		7%		12%	12%		12%	
Cumulative	Comprehensive	158,540	126,300	80%	52,983	42%	19,429	17,801	92%	12,011	67%
Fall 2009	Doctoral Institutions	30,105	23,588	78%	9,407	40%	5,263	4,948	94%	3,221	65%
Fall 2010	Doctoral Institutions	36,434	27,558	76%	10,308	37%	5,509	5,167	94%	3,417	62%
Fall 2011	Doctoral Institutions	35,851	28,164	79%	9,997	35%	5,551	5,177	93%	3,388	61%
Fall 2012	Doctoral Institutions	43,265	32,866	76%	11,175	34%	5,540	5,140	93%	3,415	62%
Fall 2013	Doctoral Institutions	47,560	34,271	72%	11,771	34%	5,979	5,292	89%	3,446	58%
Fall 2014	Doctoral Institutions	51,372	35,537	69%	12,025	34%	6,099	5,503	90%	3,552	65%
change	Doctoral Institutions	21,267	11,949		2,618		836	555		331	
% change	Doctoral Institutions	71%	51%		28%		16%	11%		10%	
Cumulative	Doctoral Institutions	244,587	181,984	74%	64,683	36%	33,941	31,227	92%	20,439	65%
Fall 2009	Emerging Research	73,082	54,235	74%	24,632	45%	16,375	14,703	90%	10,310	70%
Fall 2010	Emerging Research	79,893	57,942	73%	26,423	46%	17,060	15,396	90%	10,805	70%
Fall 2011	Emerging Research	87,156	63,640	73%	27,431	43%	17,383	15,502	89%	10,961	71%
Fall 2012	Emerging Research	95,500	67,262	70%	26,329	39%	17,372	15,643	90%	10,840	69%
Fall 2013	Emerging Research	99,402	70,523	71%	28,083	40%	16,950	14,775	87%	10,379	70%
Fall 2014	Emerging Research	102,253	76,831	75%	31,124	41%	17,827	15,947	89%	11,108	70%
change	Emerging Research	29,171	22,596		6,492		1,452	1,244		798	
% change	Emerging Research	40%	42%		26%		9%	8%		8%	
Cumulative	Emerging Research	537,286	390,433	73%	164,022	42%	102,967	91,966	89%	64,403	70%
Fall 2009	Research Institutions	42,002	25,373	60%	14,175	56%	3,195	1,577	49%	1,278	81%
Fall 2010	Research Institutions	42,300	26,319	62%	14,217	54%	3,149	1,412	45%	1,164	82%
Fall 2011	Research Institutions	45,197	27,074	60%	14,008	52%	3,135	1,549	49%	1,241	80%
Fall 2012	Research Institutions	48,056	30,318	63%	14,899	49%	2,890	1,564	54%	1,285	82%
Fall 2013	Research Institutions	50,218	30,915	62%	15,755	51%	3,450	1,730	50%	1,437	83%
Fall 2014	Research Institutions	50,095	31,778	63%	16,216	51%	3,735	1,888	51%	1,584	84%
change	Research Institutions	8,093	6,405		2,041		540	311		306	
% change	Research Institutions	19%	25%		14%		17%	20%		24%	
Cumulative	Research Institutions	277,868	171,777	62%	89,270	52%	19,554	9,720	50%	7,989	82%

Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates.

Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree.

Matched back six years to CBM001 to make sure they were FTUG at a college and not a university. Matched to CBM001 for same fall year as application year to see if enrolled. Peer group summary includes duplicates.

Even though the Emerging Research Institutions' percentage of growth in Texas community college transfer students is not as high as other peer groups (see Table 2), the Emerging Research Institutions are outstanding in terms of total numbers and the percentage of all new community college transfer enrollments. The "Fall 2014 Applicants and Undergraduate Enrollment" (Table 3) indicates that, statewide, 50 percent of Texas community college transfer applicants who enrolled did so at Emerging Research Institutions. This percentage exceeds the statewide portion of new and continuing undergraduates in school for fall 2014 for Emerging Research Institutions, which was 43 percent.

Table 3. Fall 2014 Applicants and Undergraduate Enrollment

INSTITUTIONAL PEER GROUPS	FTUG Applicants		Transfer Applicants		Undergraduate Enrollment	
	FTUG Applicants who Enrolled	% of Statewide Total	Transfer Applicants who Enrolled	% of Statewide Total	New and Continuing	% of Statewide Total
Masters Institutions	6,367	8%	3,629	16%	61,769	13%
Comprehensive Institutions	9,241	12%	2,149	10%	50,968	11%
Doctoral Institutions	12,025	16%	3,552	16%	73,076	15%
Emerging Research Institutions	31,124	42%	11,108	50%	204,788	43%
Research Institutions	16,216	22%	1,584	7%	84,170	18%
Statewide Total	74,868	100%	21,890	100%	474,771	100%

Applicant Data Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates.

Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree.

Matched back six years to CBM001 to make sure they were FTUG at a college and not a university. Matched to CBM001 for same fall year as application year to see if enrolled. Peer Group numbers may include duplicates.

Undergraduate Enrollment Source: <http://www.txhighereddata.org/Interactive/Accountability/>

Within peer groups, there are differences among institutions in growth of FTUG and Texas community college transfer students. The differences are attributable to many factors including, but not limited to, location, population growth and migration patterns, longevity of existence as a stand-alone institution, historical mission of the institution, changes in degree programs, financial resources available to the institution, and leadership. The "Fall 2014 Texas Applicants, Acceptance, and Enrollment" (Table 4) shows that, statewide and for the Emerging Research Institutions, the top destination for community college transfer students for fall 2014 was University of Houston with 2,048 students. Among the other peer groups, the top destinations for community college transfer students were Texas A&M University for the two Research Institutions, with 1,168 students; Sam Houston State University for the Doctoral Institutions, with 1,099 students; Tarleton State University for Comprehensive Institutions, with 581 students; and University of Houston-Downtown for Master's Institutions, with 903 students. (See Appendix C for "Texas Applicants, Acceptance, and Enrollment Fall 2009-2014 by Institution." This appendix shows the fluctuation over the six years of study.)

Table 4. Fall 2014 Texas Applicants, Acceptance, and Enrollment

INSTITUTION	FTUG APPLICANTS					TRANSFER APPLICANTS				
	Apply	Accept	% of Apply	Enroll	% of Accept	Apply	Accept	% of Apply	Enroll	% of Accept
ANGELO STATE UNIVERSITY	3,419	2,797	82%	1,230	44%	226	196	87%	125	64%
MIDWESTERN STATE UNIVERSITY	3,313	1,894	57%	786	41%	346	291	84%	176	60%
SUL ROSS RIO GRANDE COLLEGE	0	0	0%	0	0%	96	96	100%	66	69%
SUL ROSS STATE UNIVERSITY	982	917	93%	323	35%	70	62	89%	41	66%
TEXAS A&M UNIV AT GALVESTON	1,183	868	73%	457	53%	116	109	94%	85	78%
TEXAS A&M UNIV-CENTRAL TEXAS	0	0	0%	0	0%	125	119	95%	48	40%
TEXAS A&M UNIVERSITY-TEXARKANA	207	207	100%	0	0%	73	70	96%	26	37%
TEXAS A&M UNIV-SAN ANTONIO	0	0	0%	0	0%	580	490	84%	359	73%
U. OF HOUSTON-CLEAR LAKE	1,020	591	58%	233	39%	810	747	92%	579	78%
U. OF HOUSTON-DOWNTOWN	3,144	2,650	84%	973	37%	1,369	1,352	99%	903	67%
U. OF HOUSTON-VICTORIA	2,321	2,105	91%	324	15%	354	331	94%	202	61%
U. OF NORTH TEXAS AT DALLAS	1,007	728	72%	124	17%	408	372	91%	256	69%
U. OF TEXAS AT BROWNSVILLE	1,160	1,158	100%	859	74%	148	147	99%	109	74%
U. OF TEXAS AT TYLER	2,062	1,722	84%	657	38%	653	632	97%	396	63%
U. OF TEXAS-PERMIAN BASIN	1,159	1,008	87%	401	40%	413	402	97%	258	64%
Master's Institutions	20,977	16,645	79%	6,367	38%	5,787	5,416	94%	3,629	67%
LAMAR UNIVERSITY	4,504	3,510	78%	1,419	40%	505	459	91%	284	62%
PRAIRIE VIEW A&M UNIVERSITY	4,228	3,574	85%	1,446	40%	410	360	88%	182	51%
STEPHEN F. AUSTIN STATE UNIV	8,875	6,389	72%	2,164	34%	763	726	95%	502	69%
TARLETON STATE UNIVERSITY	6,505	4,942	76%	2,042	41%	876	818	93%	581	71%
TEXAS A&M INTERNATIONAL UNIV	2,761	2,574	93%	984	38%	431	418	97%	305	73%
WEST TEXAS A&M UNIVERSITY	3,866	3,045	79%	1,186	39%	442	411	93%	295	72%
Comprehensive Institutions	30,739	24,034	78%	9,241	38%	3,427	3,192	93%	2,149	67%
SAM HOUSTON STATE UNIVERSITY	8,918	6,574	74%	2,173	33%	1,735	1,621	93%	1,099	68%
TEXAS A&M UNIV-COMMERCE	4,476	3,028	68%	971	32%	805	727	90%	496	68%
TEXAS A&M UNIV-CORPUS CHRISTI	7,830	6,368	81%	1,923	30%	574	527	92%	315	60%
TEXAS A&M UNIV-KINGSVILLE	6,444	4,766	74%	1,092	23%	338	299	88%	198	66%
TEXAS SOUTHERN UNIVERSITY	8,162	4,116	50%	1,295	31%	597	363	61%	236	65%
TEXAS WOMAN'S UNIVERSITY	4,972	4,074	82%	1,152	28%	1,107	1,104	100%	592	54%
U. OF TEXAS-PAN AMERICAN	10,570	6,611	63%	3,419	52%	943	862	91%	616	71%
Doctoral Institutions	51,372	35,537	69%	12,025	34%	6,099	5,503	90%	3,552	65%
TEXAS STATE UNIVERSITY	18,233	14,266	78%	5,451	38%	2,762	2,445	89%	1,692	69%
TEXAS TECH UNIVERSITY	15,565	12,631	81%	5,213	41%	1,856	1,779	96%	1,269	71%
U. OF TEXAS AT ARLINGTON	10,040	6,589	66%	2,564	39%	2,951	2,722	92%	1,666	61%
U. OF TEXAS AT DALLAS	7,324	5,689	78%	2,339	41%	1,400	1,141	82%	880	77%
U. OF TEXAS AT EL PASO	6,784	6,778	100%	2,969	44%	1,259	1,220	97%	868	71%
U. OF TEXAS AT SAN ANTONIO	14,437	10,949	76%	4,767	44%	1,545	1,302	84%	925	71%
UNIVERSITY OF HOUSTON	15,752	9,853	63%	3,759	38%	3,434	2,936	85%	2,048	70%
UNIVERSITY OF NORTH TEXAS	14,118	10,076	71%	4,062	40%	2,620	2,402	92%	1,760	73%
Emerging Research	102,253	76,831	75%	31,124	41%	17,827	15,947	89%	11,108	70%
TEXAS A&M UNIVERSITY	27,472	19,695	72%	9,823	50%	2,293	1,353	59%	1,168	86%
U. OF TEXAS AT AUSTIN	22,623	12,083	53%	6,393	53%	1,442	535	37%	416	78%
Research Institutions	50,095	31,778	63%	16,216	51%	3,735	1,888	51%	1,584	84%
STATEWIDE	144,425	118,883	82%	74,868	63%	31,365	28,224	90%	21,890	78%

Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates.

Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree.

Matched back six years to CBM001 to make sure they were FTUG at a college and not a university. Matched to CBM001 for same fall year as application year to see if enrolled. Numbers for individual institutions and peer groups include duplicates. Statewide numbers do not include duplicates.

Graduation/Completion Rates

Graduation rates are one measure of performance and success used by the Coordinating Board. For the study of community college transfer students, graduation rates are determined as a percent of the fall cohort group of natives and transfers who are classified by their institutions as juniors and who graduate within the subsequent four years.

$$\text{Graduation/Completion Rate for Natives} = \frac{\text{Natives in cohort who graduate in four years}}{\text{Total Natives in cohort}}$$

$$\text{Graduation/Completion Rate for Transfers} = \frac{\text{Transfers in cohort who graduate in four years}}{\text{Total Transfers in cohort}}$$

For the fall 2010 cohort, there were 40,042 total natives and 13,824 total transfers. Statewide, the graduation rate for the natives was 84 percent and the graduation rate for the transfers was 66 percent, as shown in Table 5.

Table 5. Graduation Rates for Fall 2010 Cohort

Institution	Total Juniors - Natives			Total Juniors - Transfers		
	Total	Total Graduates	Percent Graduating in 4 years	Total	Total Graduates	Percent Graduating in 4 years
Angelo State University	677	532	79%	11	6	55%
Midwestern State University	445	343	77%	129	79	61%
Sul Ross State University	94	75	80%	23	15	65%
Sul Ross State University Rio Grande College*+			67%	90	33	37%
Texas A&M University at Galveston	192	166	86%	17	8	47%
Texas A&M University-Central Texas+				114	73	64%
Texas A&M University-San Antonio+				390	254	65%
Texas A&M University-Texarkana++				143	98	69%
The University of Texas at Brownsville	163	141	87%	209	110	53%
The University of Texas at Tyler	306	267	87%	280	178	64%
The University of Texas of the Permian Basin	187	158	84%	110	62	56%
University of Houston-Clear Lake++				833	553	66%
University of Houston-Downtown	302	203	67%	575	335	58%
University of Houston-Victoria++				191	117	61%
University of North Texas at Dallas++				175	124	71%
Master's Institutions	2,366	1,885	80%	3,290	2,045	62%
Lamar University	777	590	76%	126	76	60%
Prairie View A&M University	768	531	69%	52	39	75%
Stephen F. Austin State University	1,233	1,057	86%	288	219	76%
Tarleton State University	717	619	86%	384	299	78%
Texas A&M International University	435	336	77%	196	104	53%
West Texas A&M University	613	480	78%	275	177	64%
Comprehensive Institutions	4,543	3,613	80%	1,321	914	69%
Sam Houston State University	1,325	1,150	87%	480	360	75%
Texas A&M University-Commerce	327	261	80%	447	322	72%
Texas A&M University-Corpus Christi	612	490	80%	239	154	64%
Texas A&M University-Kingsville	394	306	78%	102	75	74%
Texas Southern University	502	310	62%	22	13	59%
Texas Woman's University	437	349	80%	357	251	70%
The University of Texas-Pan American	1,671	1,212	73%	396	265	67%
Doctoral Institutions	5,268	4,078	77%	2,043	1,440	70%
Texas State University - San Marcos	2,468	2,001	81%	950	655	69%
Texas Tech University	2,973	2,602	88%	411	292	71%
The University of Texas at Arlington	1,286	1,064	83%	1,132	694	61%
The University of Texas at Dallas	927	809	87%	708	475	67%
The University of Texas at El Paso	1,435	1,048	73%	521	285	55%
The University of Texas at San Antonio	2,252	1,756	78%	685	424	62%
University of Houston	2,285	1,908	84%	1,089	625	57%
University of North Texas	2,346	1,944	83%	996	700	70%
Emerging Research Institutions	15,972	13,132	82%	6,492	4,150	64%
Texas A&M University	6,437	5,971	93%	413	363	88%
The University of Texas at Austin	5,453	4,912	90%	265	209	79%
Research Institutions	11,890	10,883	92%	678	572	84%
Statewide Summary for Universities	40,042	33,593	84%	13,824	9,121	66%

+ Upper-division level only; Natives would be high school graduates with dual credit.

++Four year cohort data not yet available

* FERPA restricted, less than 5.

Source: Coordinating Board CBM009

The overall statewide performance of natives and transfers for this latest cohort group is consistent with the performance in the previous five years, as shown in Table 6. The difference between the graduation rates of natives and the transfers has remained stable within 15 to 18 percentage points for the past six years, with no notable change demonstrated in either group within the cohorts.

Table 6. Six-Year, Statewide Summary of Graduation Rates for Natives and Transfers

Cohort Year	Total Juniors - Natives			Total Juniors - Transfers		
	Total	Total Graduates	Percent Graduating in 4 years	Total	Total Graduates	Percent Graduating in 4 years
FALL 2005	37,695	31,153	83%	11,486	7,709	67%
FALL 2006	38,355	31,898	83%	11,951	7,991	67%
FALL 2007	38,720	32,461	84%	11,517	7,875	68%
FALL 2008	39,394	33,157	84%	11,569	7,930	69%
FALL 2009	39,987	33,566	84%	12,462	8,277	66%
FALL 2010	40,042	33,593	84%	13,824	9,121	66%
Average			84%			67%

Source: Coordinating Board, CBM 009

The performance of transfers at each institution fluctuate year to year, and no institution has demonstrated a consistent trend, up or down, for both transfers who graduated in four years and the rate of graduation for transfers. Table 7 provides the cumulative totals and graduation rates, based on the totals from all cohorts 2005 through 2010.

Table 7. Graduation Rates for Fall 2005-2010 Cohorts

Peer Group	Institution	Total Juniors - Natives			Total Juniors - Transfers		
		Total	Total Graduates	Percent Graduating in 4 years	Total	Total Graduates	Percent Graduating in 4 years
M	Angelo State University	3,530	2,738	78%	322	197	61%
M	Midwestern State University	2,539	1,990	78%	708	479	68%
M	Sul Ross State University	636	505	79%	104	64	62%
M	Sul Ross State University Rio Grande College*++			75%	569	233	41%
M	Texas A&M University at Galveston	978	883	90%	126	82	65%
M	Texas A&M University-Central Texas+				227	137	60%
M	Texas A&M University-San Antonio+				1,177	792	67%
M	Texas A&M University-Texarkana++				724	486	67%
M	The University of Texas at Brownsville	388	307	79%	1,009	594	59%
M	The University of Texas at Tyler	2,248	1,890	84%	1,773	1,060	60%
M	The University of Texas of the Permian Basin	866	693	80%	623	369	59%
M	University of Houston-Clear Lake*++			100%	3,843	2,586	67%
M	University of Houston-Downtown	2,030	1,304	64%	3,067	1,780	58%
M	University of Houston-Victoria++				1,129	714	63%
M	University of North Texas at Dallas++				343	245	71%
C	Lamar University	4,520	3,371	75%	604	348	58%
C	Prairie View A&M University	4,522	3,124	69%	342	237	69%
C	Stephen F. Austin State University	7,258	6,215	86%	1,440	1,033	72%
C	Tarleton State University	3,838	3,262	85%	2,070	1,509	73%
C	Texas A&M International University	1,787	1,417	79%	998	622	62%
C	West Texas A&M University	3,143	2,534	81%	3,480	2,464	71%
D	Sam Houston State University	7,135	6,156	86%	2,354	1,736	74%
D	Texas A&M University-Commerce	1,770	1,398	79%	2,390	1,686	71%
D	Texas A&M University-Corpus Christi	3,782	3,115	82%	1,316	885	67%
D	Texas A&M University-Kingsville	2,456	1,856	76%	1,174	826	70%
D	Texas Southern University	3,408	2,011	59%	238	100	42%
D	Texas Woman's University	2,418	1,956	81%	1,651	1,144	69%
D	The University of Texas-Pan American	9,439	7,082	75%	1,960	1,459	74%
E	Texas State University - San Marcos	13,333	10,994	82%	4,847	3,457	71%
E	Texas Tech University	17,955	15,573	87%	2,177	1,603	74%
E	The University of Texas at Arlington	7,180	5,809	81%	5,421	3,316	61%
E	The University of Texas at Dallas	5,365	4,688	87%	3,834	2,640	69%
E	The University of Texas at El Paso	8,703	6,471	74%	2,652	1,626	61%
E	The University of Texas at San Antonio	11,680	8,859	76%	3,968	2,562	65%
E	University of Houston	13,236	10,618	80%	4,455	2,559	57%
E	University of North Texas	13,520	11,050	82%	6,164	4,205	68%
R	Texas A&M University	39,445	36,642	93%	2,512	2,218	88%
R	The University of Texas at Austin	35,077	31,310	89%	1,502	1,184	79%
	Statewide Summary for Universities	234,193	195,828	84%	72,809	48,903	67%

+ Upper-division level only; Natives would be high school graduates with dual credit.

++Four year cohort data not yet available

* FERPA restricted, less than 5.

Source: Coordinating Board CBM009

This relatively stable picture of performance does show a slight variation among peer groups. As shown in Table 8, graduation rates for the Research Institutions for both natives and transfers is better than the other peer groups. Master's, Comprehensive, Doctoral, and Emerging Research Institutions cluster between 77 percent and 81 percent for their natives' graduation rates. Comprehensive, Doctoral, and Emerging Research Institutions graduation

rates for transfers fall at, or close to the state rate, while the Master's Institutions lag slightly behind at 61 percent.

Table 8. Peer Groups' Six-Year Average Graduation Rates for Fall 2005-2010 Cohorts

Peer Group	Natives	Transfers
	Percent Graduating in 4 years	Percent Graduating in 4 years
Masters Institutions	79%	61%
Comprehensive Institutions	79%	67%
Doctoral Institutions	77%	67%
Emerging Research Institutions	81%	66%
Research Institutions	91%	84%
Statewide Summary for Universities	84%	67%

Graduation Rates and Financial Aid

Transfer students can receive many types of financial aid. Pell Grants are a need-based form of federal aid that are used in Coordinating Board reporting as an indicator of students who come from financially disadvantaged circumstances. Table 9 shows the graduation rates for native and transfer students included in the fall 2010 cohort who either received or did not receive Pell Grants at each institution.

Table 9. Graduation Rates for Fall 2010 Cohort, With and Without Pell Grants

Institution	NATIVES				TRANSFERS			
	Natives with Pell*	Grad Rate with Pell	Natives w/o Pell*	Grad Rate w/o Pell	Transfer Students with Pell*	Grad Rate with Pell	Transfer Students w/o Pell*	Grad Rate w/o Pell
Angelo State University		72%		84%		67%		50%
Midwestern State University		71%		82%		61%		61%
Sul Ross State University		82%		76%		71%		56%
Sul Ross State University Rio Grande College+		50%		100%		34%		63%
Texas A&M University at Galveston		78%		89%		40%		57%
Texas A&M University-Central Texas+						70%		55%
Texas A&M University-San Antonio+						65%		65%
Texas A&M University-Texarkana++						72%		63%
The University of Texas at Brownsville		84%		97%		49%		69%
The University of Texas at Tyler		83%		90%		63%		65%
The University of Texas of the Permian Basin		83%		86%		59%		52%
University of Houston-Clear Lake++						67%		65%
University of Houston-Downtown		67%		68%		60%		55%
University of Houston-Victoria++						59%		64%
University of North Texas at Dallas++						73%		65%
Master's Institutions	868	75%	1,019	84%	1,327	62%	718	62%
Lamar University		76%		76%		54%		67%
Prairie View A&M University		66%		79%		73%		79%
Stephen F. Austin State University		82%		89%		76%		75%
Tarleton State University		83%		89%		75%		82%
Texas A&M International University		77%		78%		54%		42%
West Texas A&M University		74%		81%		67%		61%
Comprehensive Institutions	1,808	76%	1,805	84%	575	68%	339	72%
Sam Houston State University		86%		87%		73%		77%
Texas A&M University-Commerce		78%		82%		73%		70%
Texas A&M University-Corpus Christi		80%		80%		67%		60%
Texas A&M University-Kingsville		77%		78%		76%		65%
Texas Southern University		60%		70%		79%		25%
Texas Woman's University		77%		83%		67%		75%
The University of Texas-Pan American		75%		64%		68%		59%
Doctoral Institutions	2,433	76%	1,645	80%	961	70%	479	71%
Texas State University		78%		83%		67%		71%
Texas Tech University		81%		90%		70%		72%
The University of Texas at Arlington		82%		84%		58%		67%
The University of Texas at Dallas		86%		88%		68%		66%
The University of Texas at El Paso		74%		72%		58%		38%
The University of Texas at San Antonio		74%		82%		62%		61%
University of Houston		82%		85%		59%		55%
University of North Texas		80%		84%		69%		72%
Emerging Research Institutions	5,293	79%	7,839	85%	2,510	63%	1,640	65%
Texas A&M University		89%		94%		81%		91%
The University of Texas at Austin		86%		92%		77%		81%
Research Institutions	2,825	88%	8,058	93%	238	79%	334	89%
Statewide Summary for Universities	13,227	79%	20,366	87%	5,611	65%	3,510	68%

+ Upper-division level only; Natives would be high school graduates with dual credit.

++Four year cohort data not yet available

* FERPA restricted for some individual institutions.

Source: Coordinating Board CBM009

Whether or not transfer students received Pell Grants made little difference, on average, in the four-year graduation rates, except for transfer students who attended the Research Institutions (see Table 10). At the Research Institutions, the graduation rate was ten percentage points lower for transfer students receiving Pell grants, when compared to the graduation rate of transfer students without Pell. For native students, there is a more pronounced difference in graduation rates between those receiving Pell and those not.

In the Peer Group categories, the performance gap between natives and transfers is greater for students without Pell, except at the Research Institutions, where transfer students without Pell graduate at a rate closer to the rate of native students.

Table 10. Peer Group Graduation Rates for Fall 2010 Cohort, With and Without Pell

Peer Group	With Pell			Without Pell		
	Native Graduation Rate	Transfers Graduation Rate	Difference Graduation Rates	Native Graduation Rate	Transfers Graduation Rate	Difference Graduation Rates
Master's Institutions	75%	62%	13%	84%	62%	22%
Comprehensive Institutions	76%	68%	8%	84%	72%	12%
Doctoral Institutions	76%	70%	6%	80%	71%	9%
Emerging Research Institutions	79%	63%	16%	85%	65%	20%
Research Institutions	88%	79%	9%	93%	89%	4%
Statewide Summary	79%	65%	14%	87%	68%	19%

Source: CBM 009

(See Appendix D for "Graduation Rates Fall 2005-2010 Cohort by Institution." This appendix allows comparison of cohorts for a single institution.)

Time to Degree

Time to Degree is another measure of student performance. For the study of Texas community college transfer students, time to degree is considered in terms of the number of years, the number of semester credit hours (SCH) attempted, and the number of semesters students take to complete their degrees. Within the fall 2010 cohort of juniors, native and transfer students are compared. Also, change over time is measured to see if efficiency is improving by looking at the time to degree of previous cohorts.

Table 11 presents the differences in time expended and credit attempted by natives and transfers by institution. For the 2010 Cohort, transfer students took one to three years longer and were enrolled in one to two semesters more than the native students while earning the bachelor's degree. However, the difference in SCH attempted varied widely institution to institution, with several institutions graduating, on average, their community college transfer students with fewer hours attempted than their native students. The statewide average for SCH attempted for community college transfer students, however, was six SCH more than for native graduates.

Table 11. Time to Degree-Years, SCH Attempted, & Semesters for Fall 2010 Cohort

INSTITUTION	Time to Degree-Years			SCH Attempted			Semesters		
	Native Average	Transfer Average	Δ years	Native Average	Transfer Average	Δ SCH	Native Average	Transfer Average	Δ Semesters
Angelo State University	5.6	8.0	2.4	137.7	141.5	4	10.4	10.3	0
Midwestern State University	5.6	7.8	2.3	141.7	146.4	5	10.4	11.4	1
Sul Ross State University	5.5	8.7	3.2	147.4	125.7	-22	10.0	10.6	1
Sul Ross State University Rio Grande College+		7.5			140.2			12.0	
Texas A&M University at Galveston	5.1	9.0	3.9	144.3	201.6	57	9.6	13.8	4
Texas A&M University-Central Texas+		7.5			141.1			10.6	
Texas A&M University-San Antonio+		9.6			144.9			12.2	
Texas A&M University-Texarkana+		7.7			136.5			11.0	
The University of Texas at Brownsville	6.0	8.6	2.6	134.4	139.6	5	10.8	11.4	1
The University of Texas at Tyler	5.4	7.3	1.9	133.3	142.2	9	10.0	10.9	1
The University of Texas of the Permian Basin	5.7	7.4	1.6	133.8	136.1	2	10.4	11.3	1
University of Houston-Clear Lake+		8.0			146.2			11.8	
University of Houston-Downtown	6.4	8.3	1.9	143.7	142.8	-1	11.5	11.9	0
University of Houston-Victoria+		8.6			142.6			11.6	
University of North Texas at Dallas+		9.5			137.1			11.7	
Lamar University	5.6	7.8	2.2	144.9	141.9	-3	10.6	11.2	1
Prairie View A&M University	5.4	8.3	2.9	150.6	147.5	-3	10.0	11.5	1
Stephen F. Austin State University	5.2	7.9	2.6	135.8	139.8	4	9.7	10.7	1
Tarleton State University	5.5	8.5	3.0	139.7	141.3	2	10.3	11.2	1
Texas A&M International University	5.7	7.9	2.2	146.2	150.8	5	10.3	11.6	1
West Texas A&M University	5.7	8.4	2.6	129.2	132.9	4	10.6	11.4	1
Sam Houston State University	5.3	7.4	2.0	136.2	148.2	12	9.9	11.5	2
Texas A&M University-Commerce	5.5	8.4	2.9	141.5	143.1	2	10.2	11.2	1
Texas A&M University-Corpus Christi	5.7	8.3	2.6	143.4	150.4	7	10.5	12.0	2
Texas A&M University-Kingsville	5.7	7.6	1.9	145.3	156.4	11	10.6	12.2	2
Texas Southern University	6.0	7.1	1.0	161.2	157.2	-4	11.1	11.2	0
Texas Woman's University	5.4	8.2	2.9	139.7	142.1	2	9.9	11.5	2
The University of Texas-Pan American	6.3	8.1	1.8	148.3	146.8	-1	11.6	12.3	1
Texas State University	5.5	7.3	1.9	134.9	144.8	10	10.1	11.4	1
Texas Tech University	5.4	6.9	1.5	139.8	151.4	12	10.0	11.5	1
The University of Texas at Arlington	5.4	8.0	2.6	139.6	139.0	-1	9.9	10.9	1
The University of Texas at Dallas	4.9	7.6	2.7	135.2	145.4	10	9.2	11.1	2
The University of Texas at El Paso	5.7	7.9	2.2	145.8	144.0	-2	10.7	12.1	1
The University of Texas at San Antonio	5.8	7.9	2.1	141.9	145.9	4	10.7	11.8	1
University of Houston	5.6	7.3	1.7	142.5	146.9	4	10.5	11.5	1
University of North Texas	5.3	7.2	1.9	137.5	143.9	6	9.8	11.1	1
Texas A&M University	5.2	5.9	0.7	133.0	140.9	8	9.8	10.6	1
The University of Texas at Austin	5.1	6.5	1.4	129.6	140.2	11	9.4	10.3	1
Statewide Summary for Universities	5.4	7.7	2.3	137.5	143.9	6	10.1	11.4	1

Source: Coordinating Board, CBM 001

+ Upper Division only or cohort numbers not yet available

The pattern of differences between native and transfer students in the cohort is consistent with the performance of the previous five years of cohorts. Table 12 shows the pattern for natives and transfer students for all cohort years. The table also indicates that, over time for semester credit hours attempted for both natives and transfers, efficiency has improved: Students are attempting fewer hours. Over the six years of this report's cohort studies, 30 out of 31 universities with native students in their cohorts experienced a decrease in semester credit hours attempted by native students. Twenty-four of the 38 universities experienced a decrease in semester credit hours attempted by their community college transfer students.

Table 12. Statewide Summary of Time to Degree for Fall 2005-2010 Cohorts

Cohort Year	Natives				Transfers			
	Total Graduates	Average Time to Degree	Average No of SCH Attempted	Average No of Semesters	Total Graduates	Average Time to Degree	Average No of SCH Attempted	Average No of Semesters
2005	31,153	5.4	143.6	10.0	7,709	7.3	146.3	11.2
2006	31,898	5.4	142.9	9.9	7,991	7.4	145.9	11.3
2007	32,461	5.4	142.3	9.9	7,875	7.4	144.2	11.2
2008	33,157	5.4	139.1	10.0	7,930	7.5	145.0	11.3
2009	33,565	5.4	138.4	10.0	8,277	7.7	144.0	11.3
2010	33,593	5.4	137.5	10.1	9,121	7.7	143.9	11.4
change		0.0	-6.2	0.1		0.5	-2.4	0.2

Source: Coordinating Board, CBM 009

As shown in Table 13, the greatest difference between native and transfer performance is found at the Research Institutions. At the Research Institutions, the natives perform better than natives at institutions in the other peer groups and better than their own transfer students for time to degree and SCH attempted, as well as for number of semesters. At Master's, Comprehensive, Doctoral, and Emerging Research institutions, community college transfer students' attempted hours are similar to native students' attempted hours, but the community college transfer students take approximately two years longer to earn their degree.

Table 13. Average Time to Degree for Fall 2005-2010 Cohorts by Peer Group

Peer Group	Natives			Transfers		
	Average Time to Degree	Average No of SCH Attempted	Average No of Semesters	Average Time to Degree	Average No of SCH Attempted	Average No of Semesters
Master's Institutions	5.8	144.9	10.5	7.9	144.9	11.3
Comprehensive Institutions	5.5	144.8	10.2	7.7	144.8	11.2
Doctoral Institutions	5.7	149.0	10.4	7.9	149.5	11.6
Emerging Research Institutions	5.5	142.2	10.2	7.3	145.8	11.4
Research Institutions	5.1	134.1	9.5	6.2	143.7	10.4
Statewide Summary for Universities	5.4	140.6	10.0	7.5	144.9	11.3

Source: Coordinating Board, CBM 009

Conclusions

Educators, administrators, and policy makers are increasingly aware of the need for elementary, middle, and high school students to be advised of the impact of their current choices on their future educational options. A similar need exists for community college students to be advised that the choices they make at community college may limit or complicate their options when transferring. The motivations for attending a community college vary, and sometimes the most expedient choice at the community college does not serve a student well in their later pursuit of a bachelor's degree. In the survey responses, inaccurate community college advising and excess hours were identified as major concerns. Many Texas public universities and community colleges are proactive in trying to remedy this problem. These efforts should be expanded to all universities, and community colleges should facilitate students' early exposure to university expectations. Perhaps university representatives can attend community colleges' orientations and registration sessions. At the same time, universities' high school recruiters should be trained in all transfer issues and should be available to communicate to new community college students the importance of seeking university advising early. While at the community college, students also need to learn how to be informed advocates for themselves.

Universities should find opportunities to directly advise students early in their community college attendance, and universities' representatives should work collaboratively with advisors at the community college to facilitate transfer and efficiency. Some universities are doing this now, and those that are not should be encouraged to find ways to facilitate these advisor-to-advisor exchanges. Community college advisors could be invited to participate in training provided by university personnel to familiarize the advisors with programs, degree requirements, and university web resources. Making information easily available and understandable is one of the best ways to help community college advisors and their students seeking to transfer know more about university program requirements.

Community college students would benefit from understanding how coursework transfers to the university. Information should be made available for students to identify courses approved in the Academic Course Guide Manual (ACGM), the official listing of academic courses that are fully transferable. Institutions also should utilize the Texas Common Course Numbering System (TCCNS), which provides a crosswalk for transfer of ACGM courses. Some universities have elaborate websites, but do not clearly identify courses on their departmental pages that would easily transfer. In catalogs and in degree plans, the ACGM courses and their TCCNS numbers should appear beside the equivalent lower-division courses and this information should be embedded in departmental web pages or paper publications.

Academic courses that transfer should be easily identified using their TCCNS, and universities should be more diligent in aligning courses and consider the impact of designing courses to meet lower-division (freshman and sophomore) program requirements, especially for those courses dissimilar to any courses available at a community college. Universities that strive to differentiate degree programs at the lower-division level may put transfer students at a disadvantage and also increase the likelihood that a community college will seek approval to teach unique-need courses. Such unique-need courses may only be applicable to degree requirements at one university, and students may not be aware of this limitation. Enrollments in unique-need courses may be small, and students may be encouraged to enroll in them because

of class size, even though the courses may limit the transfer choices of the students or add to their excess hours.

Universities should collaborate with community colleges to align curricula for specific degree programs. The collaborations should result in Articulation Agreements that clarify the most efficient plans toward bachelor's degrees, without including courses that are required for an associate degree but do not meet any requirements of the bachelor's degree program. With increased efforts statewide to facilitate reverse transfer, those unnecessary courses at the lower division may be avoided, and students could be awarded associate degrees after transfer.

Local and regional collaborations are important, but with the increasing mobility of students, statewide initiatives are a more effective way to address challenges in transfer. University faculty should take the leadership roles in these efforts and strive to find commonalities between bachelor's degree programs, without unnecessary differentiation at the lower-division level. Key and continuing among these efforts are the Coordinating Board's ACGM Learning Outcomes Project, voluntary transfer compacts with Texas Tuning Curricula, the ACGM Advisory Committee, and Field of Study Curriculum Advisory Committees. Universities should encourage and support faculty participation in these opportunities, as well as have the expectation that faculty embrace curricular changes resulting from these statewide initiatives.

Community college transfer students take longer to graduate but complete their degrees without accumulating many more semester credit hours than native students. This means that they may attend part-time and may stop out when they do not attend at all. This situation might be mitigated if more financial support, e.g., scholarships, were available to them, including scholarships for part-time students.

Even with the best efforts to advise students, on occasion students who transfer will not have the exact course/degree requirement on their student record. They may have taken a similar course that but not exactly the same course required by a university. In these cases, universities should consider alternative means for students to demonstrate their ability to be successful in moving forward in a degree plan. Universities may provide challenge exams and other methods of demonstrating competency, rather than automatically requiring the student to take additional courses. Supplemental instruction concurrent with enrollment in a more advanced course also might be an option when a student transfers with possible learning gaps.

Recommendations

- Community colleges and universities must collaborate in advising transfer students early in their community college attendance, thereby decreasing excess hours.
- Universities and community colleges should actively participate in the updates and revisions of the Academic Course Guide Manual (ACGM).
- Universities must be more diligent in aligning their courses with those in the ACGM and in using the Texas Common Course Numbering System (TCCNS), because it provides the universal language to communicate lower-division program requirements and course information.
- Community colleges and universities should cooperate to align curricula for specific degree programs, both locally and through statewide initiatives.
- Financial aid available to transfer students should be increased to reduce students' time to degree and to increase their completion rates.
- Universities should find alternative ways to help students who transfer demonstrate their competencies and overcome learning gaps when transferring between institutions.

Institutional Profiles

Each Texas public four-year institution is included in the institutional profiles. The institutions' responses to the Coordinating Board's survey (see Appendix B) are included in full, with minimal editing. All data and information are self-reported from the institutions and have not been independently verified by the Coordinating Board.

Graphs are included to compare each institution's four-year completion and time-to-degree rates to state averages. The graphs include both native and transfer students where relevant. Three Texas public institutions are upper-division level only, so they have no native students: Sul Ross State University-Rio Grande College, Texas A&M University-Central Texas, and Texas A&M University-San Antonio. Four additional Texas public institutions began admitting freshmen within the last five years, and therefore, they do not yet have native student cohort data: University of Houston-Clear Lake, University of Houston-Victoria, Texas A&M University-Texarkana, and University of North Texas-Dallas. The commentary for each institution includes a summary of the institution's survey answers and identifies trends relative to the previous years' data.

Angelo State University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	
Student organizations' presentations, Financial aid advising, Campus tour, Meal, Parent/family participation sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	44%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
The HSI-STEM grant funds two Angelo State graduate level interns on the Howard College campus (Big Spring and San Angelo) to advise students regarding transfer to Angelo State.	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
Dual Admissions and Shared Faculty agreements with Southwest Texas Junior College were initiated in 2014-2015.	
8. <i>Assimilation of transfer students during first semester?</i>	
We provide a transfer new student orientation and we also provide the TIPS (Transfer Information Programs & Strengths) and VIPS (Veteran Information Programs Strengths) programs. Additionally, we provide SWOLE (Student Warrior Outdoor Leadership Experience) for military transfer students. Finally, transfer students can become members in Tau Sigma (Transfer Honor Society). Tau Sigma provides activities and provides information during the monthly meetings.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
ASU offers programming to new transfer students through our SMART (Students Mapping a Right Track) workshops including mastering time management, overcoming public speaking strategies, and seven study strategies. They are also encouraged to use our math lab, tutoring center, supplemental instruction, and the writing center. Online tutoring is also available for our distance education students. ASU Early Alert also allows faculty and staff to submit an online referral form regarding a student's at-risk behavior. An advisor will follow-up with the student and provide information about resources available to help the student succeed. Transfer students may also participate in the Host Family Program. The Host Family Program is supervised in the Multicultural Center and places faculty/Staff/Alumni/Community Members with a new Angelo State student. The focused cohort is first generation college students, but any student can participate in this program.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	Myfuture.angelo.edu/transfer
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	18 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	25% of courses required for the degree

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	28%
16. <i>Percentage of transfer students receiving financial aid?</i>	74%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$9,305
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	33%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	1
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	43
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	16
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	1
26. <i>Articulation agreements with how many community colleges?</i>	17

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	1

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum:	20
	Field of Study Curriculum:	6
	Texas Tuning Project:	12
	Voluntary Transfer Compacts:	0
	ACGM Learning Outcomes Project:	3
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>		
We provide funding for conferences and/or training that take place both on and off campus.		
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>		5
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>		8

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of course and program alignment with community colleges
2. Inaccurate and/or inadequate advising at the community college
3. Lack of available academic programs to meet transfer students' needs

B. Additional Barriers

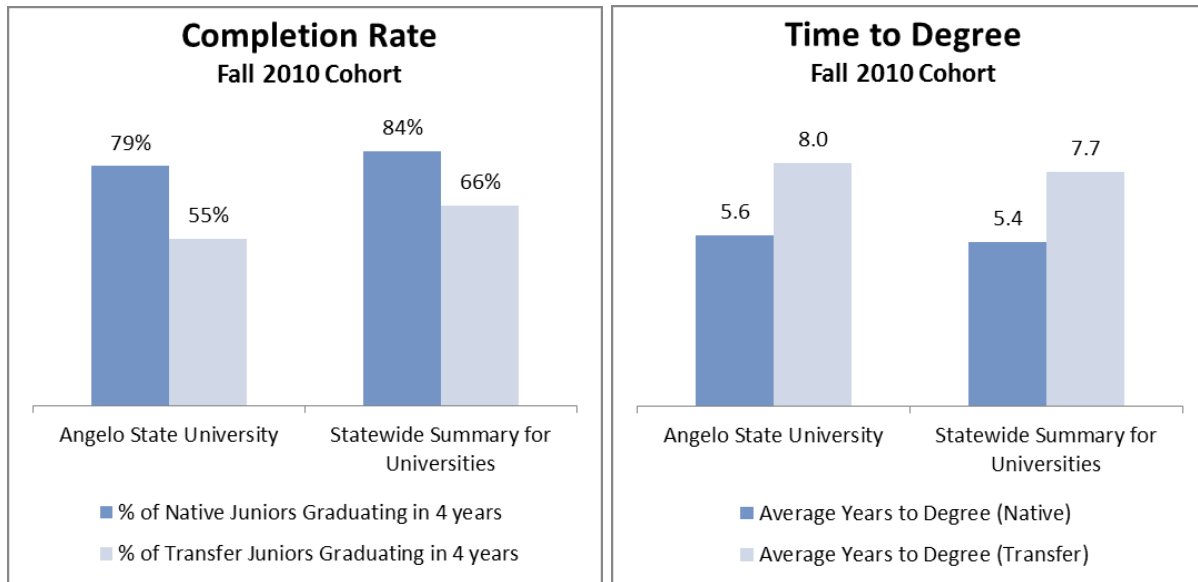
34. <i>List additional significant barriers that apply to your institution.</i>
Core completion confusion from community colleges to universities. Students are under the impression that they do not need additional courses when they're core complete; however, they may need additional courses specific to their major.

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
Changes in government course sequencing at community colleges that do not align with what our institution teaches. We have changed how we transfer in GOVT 2305 and 2306 so that the students are advised accurately.	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
Lack of academic programs and/or face to face class offerings for non-traditional undergraduate students (online and evening programs) that allow students to work while completing their education.



Angelo State University enrolls transfer students primarily from Howard College due to its location and proximity. During the 2014-2015 school year, 33 percent of transfer students received scholarships designated specifically for students coming from a community college, and 74 percent received an average of \$9,305 in financial aid – an increase of more than \$1,000 compared to the previous year.

Significant barriers to transfer that have been a concern are course and program alignment, advising, and academic programs that meet transfer students' needs. Angelo State has continued to fund graduate-level interns on Howard College campuses to provide advising about the transfer process and has established articulation agreements with 17 Texas community colleges. Additionally, the university has provided funding for faculty participation in statewide transfer initiatives.

Enrollment of community college transfer students at Angelo State has declined over a six-year period, but the number of total applications received also has decreased. When compared to last year's report, the four-year completion rate for transfer juniors has fallen slightly from 58 to 55 percent, and the time to degree for transfer students has risen from 7.4 to 8 years. In the peer group of other Master's Institutions, the percentage of transfer students at Angelo State graduating in four years, 60 percent, was on par with the peer group average of 61 percent.

Lamar University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Assignment of student mentors, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	25%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment
<i>Other efforts:</i>	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
In the 2014-15 year Lamar University redesigned and implemented a new Transfer Student Orientation. Throughout the summer prior to fall enrollment multiple sessions are offered exclusively for students transferring to the University. The new Transfer Student Orientation emphasizes successful transition from the community college environment to the university. Topics and sessions include; successful degree completion, internship and employment opportunities, academic advising, social responsibilities and career development.	
8. <i>Assimilation of transfer students during first semester?</i>	
The first two weeks of each fall semester are designed; "Week of Welcome". Multiple student oriented programs and events that are specifically designed to facilitate assimilation of students into the University community are provided throughout the days and evenings. "Week of Welcome" includes social functions, food and entertainment, academic programming while emphasizing building and sustaining academic and social relationships that are inclusive to the campus culture.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
At first point of contact, Lamar University initiates personal follow-up contact with students who are interested in transferring to the University. The University employs full-time Admission Representative dedicated to providing services and information to community college transfers. Transfer students are made aware of all University support services through direct interaction with a Lamar employee and then again during the Transfer Student Orientation. In addition to the initial mandatory academic advising, transfer students are provided the opportunity for tutoring, supplemental instruction and mentor assignment.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	http://beacardinal.lamar.edu/how-to-apply/transfers.html
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	18 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	15%
16. <i>Percentage of transfer students receiving financial aid?</i>	72%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$16,100
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	15%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	29
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	23
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	6
26. <i>Articulation agreements with how many community colleges?</i>	18

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	Yes
28. <i>Number of colleges with which there is at least one DAA?</i>	1

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum:	280
	Field of Study Curriculum:	47
	Texas Tuning Project:	35
	Voluntary Transfer Compacts:	44
	ACGM Learning Outcomes Project:	30
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>		
Lamar's newly employed chief academic officer (July 1, 2015) has clearly expressed the intent to reduce and eliminate any existing barriers to transfer, and toward this end has pledged the full resources of the University including faculty participation, staff assignments, and the providing of sufficient financial resources to accomplish this goal.		
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>		30
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>		6

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Programs at capacity at your institution 2. Program admission requirements that are different from your institution's admission requirements 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Lack of financial support for transfer students 5. Students transferring with excessive hours

B. Additional Barriers

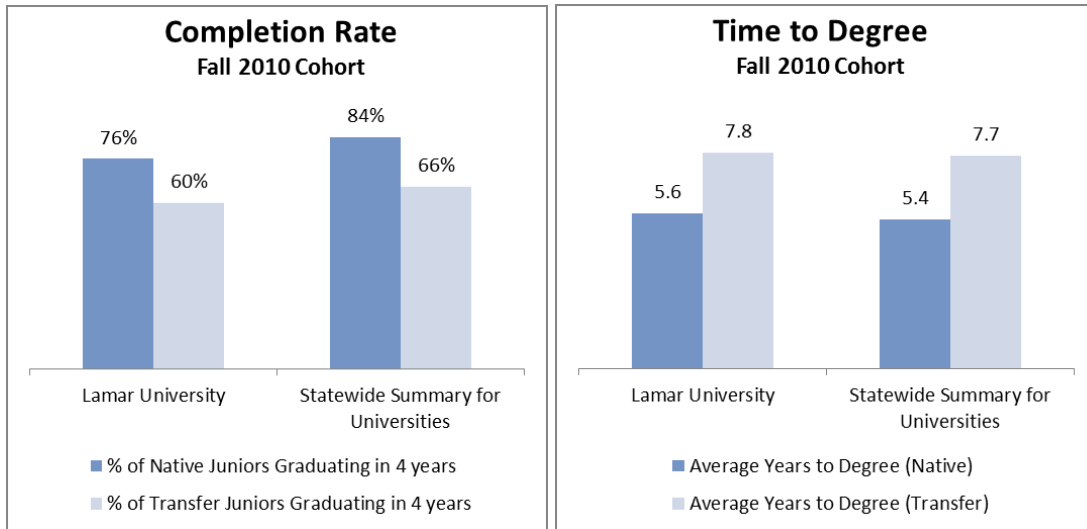
34. <i>List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
Lamar University added an additional dedicated Transcript Evaluator. This position in addition to a paperless admissions process has substantially reduced turn-around time for evaluation of submitted transcripts. Accepted transfer students generally receive notification of transfer evaluation within a week after submission of the transcript(s).	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
No. To the contrary, Lamar University has begun an aggressive approach to lessen and or eliminate barriers to transfer.



Lamar University accepts transfers from Gulf Coast and Central Texas colleges, as well as the Lamar two-year colleges. Within the last year, Lamar has redesigned the transfer orientation and hired additional personnel to assist with transcript evaluation. Lamar also reports faculty is encouraged to participate and receive training about statewide initiatives to improve transfer. These commitments of resources and time indicate the intent to provide improved services to transfer students.

Lamar's graduation rates for both natives and transfers are lower than the state averages, but the time to degree for each group in the cohort is close to the state rates and mirrors the gap between the native and transfer students statewide. The graduation rate of 60 percent for the 2010 cohort of transfer students is an improvement over the rates for the fall 2009 and fall 2008 cohorts.

Midwestern State University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
NA	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
MSU offers an orientation session specific to transfer students, which allows for a focus on topics pertinent to transfers and their success. Additionally, this allows for engagement of fellow transfer students. MSU also has a chapter of Tau Sigma, the national transfer honorary society. Among other items, Tau Sigma promotes involvement at MSU.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://www.mwsu.edu/academics/advising/transfer and http://mwsu.edu/admissions/transfer-to-msu
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. 	

12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	18 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	24 of last 30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	12%
16. <i>Percentage of transfer students receiving financial aid?</i>	70%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$8,418
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	3%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	69
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	23
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	NA

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	NA
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	7
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	5

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of timely and/or accurate transcript evaluation
2. Lack of financial support for transfer students
3. Lack of resources at your institution to facilitate transfer of students from community colleges
4. Program admission requirements that are different from your institution's admission requirements
5. Lack of course and program alignment with community colleges
6. Programs at capacity at your institution

B. Additional Barriers

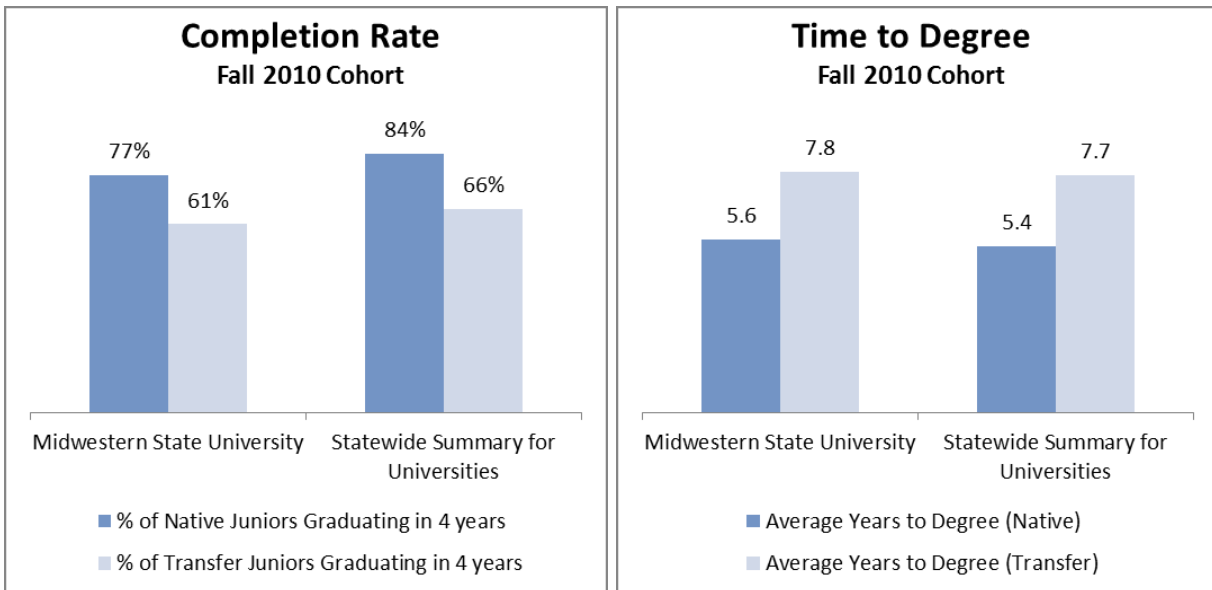
<i>34. List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
A significant number of transfer students apply for programs in the health sciences, most of which are at capacity. The 84th Legislature approved our Tuition Revenue Bond request to construct a new College of Health Sciences. The new facility will increase the capacity of the health science programs, thus allowing additional transfer students access.	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
NA



Midwestern enrolls transfer students from community colleges scattered throughout the state. Vernon College is the closest community college and sends the most transfer students to Midwestern, while other colleges are at a much greater distance and send fewer transfer students. During the recruiting push for the fall semester, Midwestern will process admissions and enroll approximately three times as many first-time-in-college students as transfer students. The location and composition of new students may help explain some of the challenges Midwestern experiences with transferring students.

Transcript evaluation, lack of institutional resources to facilitate transfer of students, and lack of financial support for transfer students were identified as institutional challenges. Additionally, a less common barrier that Midwestern has experienced with transfer students is the lack of capacity in programs. For Midwestern's health sciences degree programs, enrollment is limited. With the passage of Midwestern's Tuition Revenue Bond request, a new College of Health Sciences is slated to be constructed. The new facility will help Midwestern meet the demand of transfer students for these high-need degree programs.

While the completion rate for Midwestern transfer students for the fall 2010 cohort fell 11 percentage points from the completion rate of the 2009 cohort, the six-year average completion rate is 68 percent, which is better than the average for its peer group and the state.

Prairie View A&M University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	No

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	Advising with professional advisors, Advising with faculty advisors, Registration, Financial aid advising, Campus tour, Meal, Parent/family participation and sessions
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	76%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Weekly campus visits and email	
7. <i>New transfer student success programs initiated 2014-2015.</i>	None
8. <i>Assimilation of transfer students during first semester?</i>	None
9. <i>Support of new transfer students to encourage persistence during first year?</i>	None

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	https://www.pvamu.edu/undergraduate-admissions/transfer-admissions/
11. <i>Items included on institutional website for transfer students.</i>	<ul style="list-style-type: none">• Minimum grade point average (GPA) required for transfer admissions.• Minimum semester credit hours a student is required to have to be considered for transfer admissions.• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.• Scholarship and financial aid information specific to community college transfer students.

12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	15 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	13%
16. <i>Percentage of transfer students receiving financial aid?</i>	56%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$4,275
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	34%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	42
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	24
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	6

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	6

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 13 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	No encouragement.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	15
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	9

Barriers to Transfer

A. Rank Barriers

33. *Rank the barriers to transfer, with "1" being most problematic.*

1. Lack of timely and/or accurate transcript evaluation
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Lack of available academic programs to meet transfer students' needs
4. Students transferring with excessive hours
5. Lack of course and program alignment with community colleges
6. Lack of resources at your institution to facilitate transfer of students from community colleges

B. Additional Barriers

34. *List additional significant barriers that apply to your institution.*

Transfer course guides unavailable for transfer students, Lack of online courses and degrees available for commuter transfer students

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
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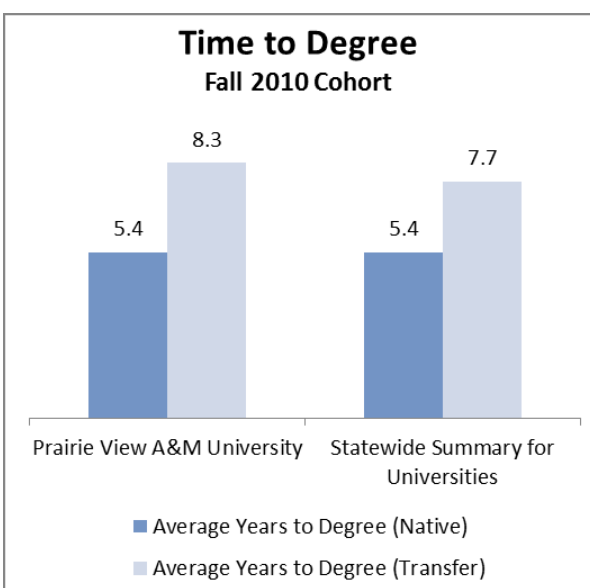
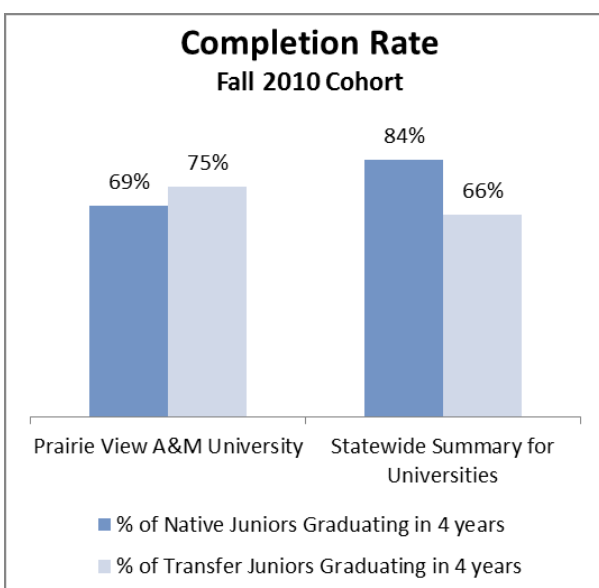
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>

NA

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>

None



Prairie View A&M University (Prairie View) enrolls transfer students primarily from Houston Community College and the Lone Star College System. In addition to conducting recruitment and advising on community college campuses, Prairie View reported weekly campus visits and emails as a part of its outreach effort. In 2014-2015, 56 percent of the transfer students at Prairie View received financial aid at an average of \$4,275. The institution further indicated that it awarded 34 percent of its transfer students scholarships designated specifically for that group.

The top barriers to transfer for Prairie View A&M University included issues with transcript evaluation, as well as course scheduling, rotations, and academic programs to meet students' needs. Other barriers reported were excessive hours accrued by students prior to transfer and a lack of alignment with community colleges. During the 2014-2015 school year, faculty from six degree programs at Prairie View participated in 15 vertical teaming meetings with their community college counterparts to align program and course requirements. Currently, Prairie View maintains 42 articulation agreements with six Texas community colleges.

Over the past six years, Prairie View has experienced a significant increase in transfer applications (from 247 in fall 2009 to 410 in fall 2014) and in enrollments (from 114 in fall 2009 to 182 in fall 2014). Compared to last year's report, the four-year completion rate among transfer juniors increased from 70 percent to 75 percent. However, the average time taken for degree attainment among transfer students rose from 7.9 years to 8.3 years.

Sam Houston State University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	18%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
The University implemented SHSU Lone Star College days in 2014-2015, based on needs analysis conducted in previous Spring/Summer semesters by the Strategic Enrollment Management Retention Committee. The goal of the program is to recruit and serve students at large feeder institutions by bringing SHSU personnel to the community college student. By creating a program that takes place at the community college, SHSU anticipates an increase in positive communications and relationships with Lone Star College. Additionally, SHSU seeks to develop lasting student excitement and empowerment, and increase retention for those who transfer to SHSU. Two events were held, one in the Fall and again in the Spring at Lone Star College North Harris. With the support of the SHSU Academic Deans Council, the program has been approved for expansion to four additional feeder schools during each full term in the next academic year. In addition, the institution is currently working with the Lone Star system to expand/pilot several initiatives such as joint admissions, clear pathways to graduation, and identifying gaps in transfer services.	
8. <i>Assimilation of transfer students during first semester?</i>	
Bearkat Transfer Camp, a two day, overnight experience for incoming transfer students, has grown rapidly over the last few years. The goal of the camp is to help new transfer students assimilate into SHSU and persist by helping them bond with fellow transfer students and see SHSU as a new home, as well as share a meaningful and positive first experience at SHSU. SHSU's Transfer Talks take place during the first 4-6 weeks of the semester. This program is designed to empower new transfer students and help them succeed here at SHSU by developing connections with other transfer students, providing information that relates to transfer student needs, and connecting transfer students to faculty directly and efficiently. The program seeks to improve short and long-term persistence.	

9. Support of new transfer students to encourage persistence during first year?

The Phi Theta Kappa Alumni Association connects transfer students to ensure continued success, growth and involvement. A major goal of the association is to mentor and assimilate these transfers. To accomplish this goal, various social events, fundraisers, and community service projects are programmed to provide opportunity for the development of leadership and service, promote the exchange of intellectual ideas and ideals, and stimulate interest in continuing academic excellence. In addition, the institution has recently formed a Transfer Taskforce to identify additional needed support services for our transfer students.

D. Website

10. Does website have information for transfer students?	Yes
URL:	http://www.shsu.edu/admissions/transfer/
11. Items included on institutional website for transfer students.	
<ul style="list-style-type: none">• Minimum grade point average (GPA) required for transfer admissions.• Minimum semester credit hours a student is required to have to be considered for transfer admissions.• Degree program guides that include Texas Common Courses Numbers (TCCNS).• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.• Scholarship and financial aid information specific to community college transfer students.• Application deadlines, Joint Admissions Institutions, Course Credit Transfer Agreements	
12. Minimum GPA for transfer admissions.	2.0
13. Minimum semester credit hours for transfer admissions.	12 SCH
14. Semester credit hours in residency required for graduation.	30 SCH

E. Financial Aid

15. Percentage of total undergraduate financial aid to transfer students 2014-2015?	15%
16. Percentage of transfer students receiving financial aid?	63%
17. Average amount of financial aid awarded per transfer student?	\$10,390
18. Institutional scholarships designated for transfer students?	Yes
19. Percentage of transfer students receiving institutional scholarships 2014-2015?	28%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	55
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	48
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	48
26. <i>Articulation agreements with how many community colleges?</i>	48

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	23

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 120 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	SHSU relies heavily upon faculty advisors to work closely with the community/junior colleges in advising for transfer students. As part of these relationships, faculty is educated on various transfer programs, curricular requirements, and articulation agreements. In addition SHSU has recently formed a Transfer Taskforce to identify additional needed support services for our transfer students.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	10
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	5

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Inaccurate and/or inadequate advising at the community college

B. Additional Barriers

34. <i>List additional significant barriers that apply to your institution.</i>
NA

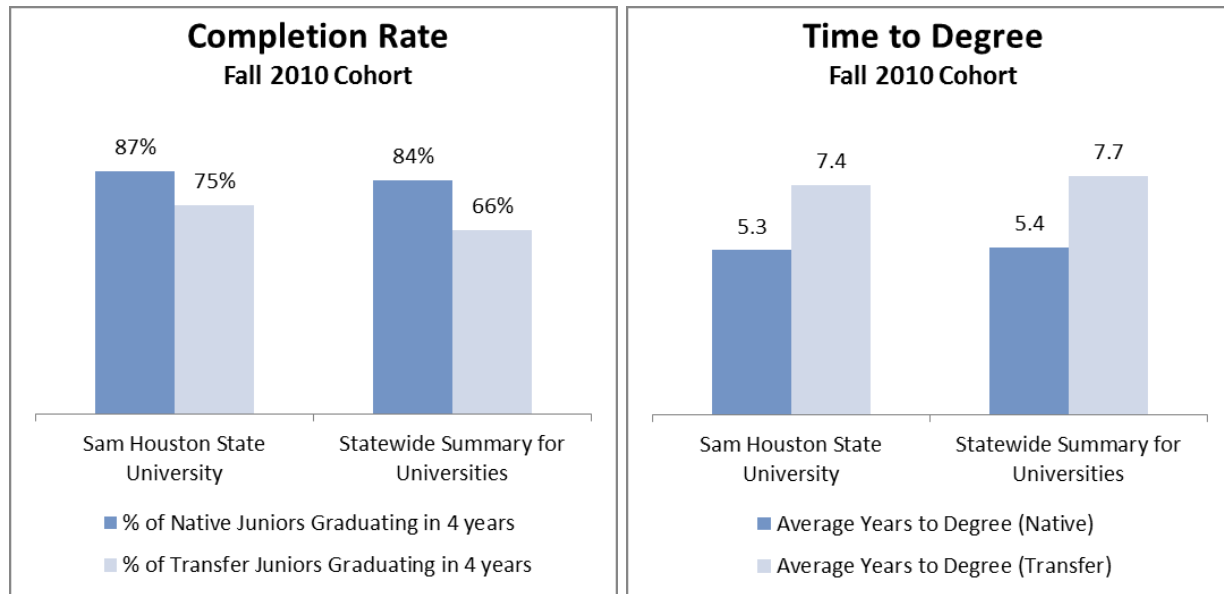
C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?

It would be helpful to be able to track course work for Dual Credit and Early College separately to determine if either or both of these programs need additional attention when students transfer. Currently we are unable to identify college work not completed in the traditional manner.



Sam Houston State University (SHSU) accepts transfer students from all over the state, with the Lone Star College System being the top feeder institution. To provide a more comprehensive outreach to Lone Star College students, SHSU initiated a special event program involving SHSU personnel on one community college campus. They hope to expand the program to other campuses. Additionally, transfer students – once accepted – have an opportunity to attend a two-day camp designed for them. SHSU is one of only two universities that offer a camp for new transfer students.

SHSU accepts over 90 percent of community college transfer students who apply to the university. Approximately 70 percent of the transfer students who are accepted decide to enroll at SHSU. SHSU also is successful with retaining and graduating community college transfers, as indicated by the above average graduation rates. In its peer group, SHSU had the best completion rates for both transfers and native students in the 2010 cohort.

Stephen F. Austin State University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Meetings specific to academic program majors	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	10%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
0	
8. <i>Assimilation of transfer students during first semester?</i>	
Academic advising, tutoring, supplemental instruction, co-curriculum programs	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Academic advising, tutoring, supplemental instruction, co-curriculum programs.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	www.sfasu.edu/admissions/transfer
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	15 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	42 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	9%
16. <i>Percentage of transfer students receiving financial aid?</i>	73%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$10,887
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	17%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	4
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	58
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	58
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	1
26. <i>Articulation agreements with how many community colleges?</i>	34

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	1

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	
Faculty Meetings	
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	5
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	5

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of financial support for transfer students 2. Lack of resources at your institution to facilitate transfer of students from community colleges

B. Additional Barriers

34. *List additional significant barriers that apply to your institution.*

Institutional on-campus housing requirements

C. Resolved Barriers

35. *In 2014-2015 did your institution resolve any systemic barriers to transfer?*

No

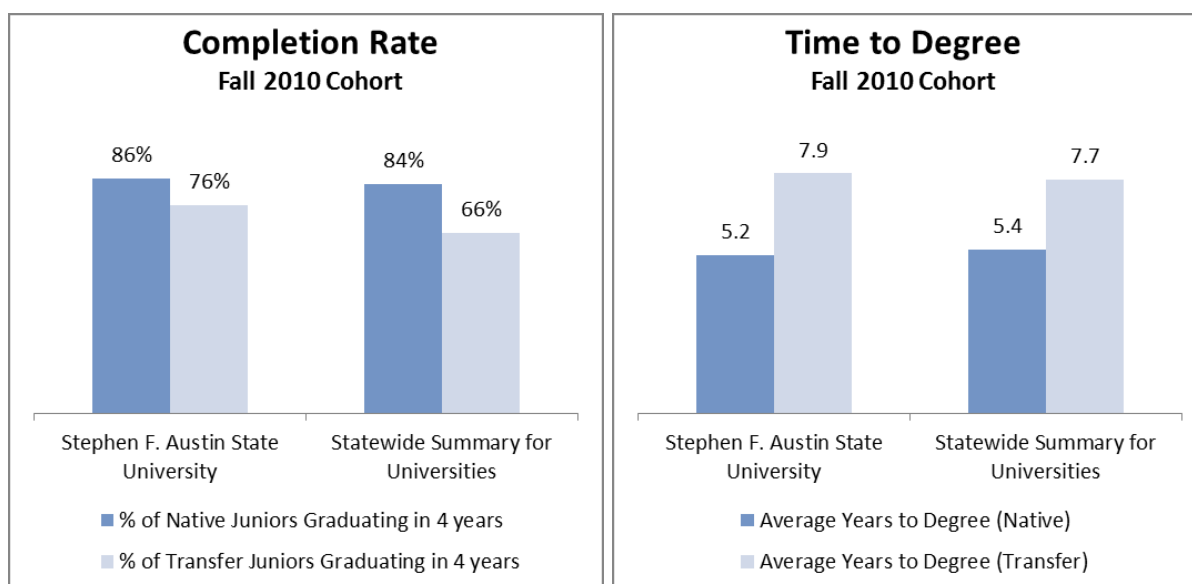
36. *Describe the systemic barriers to transfer and explain the resolution.*

NA

D. Emerging Issues

37. *Any emerging issues that you see likely to cause barriers to transfer in the future?*

Lack of financial resources at all levels dedicated to transfer students.



Stephen F. Austin State University (SFA) has a strong academic relationship with its partner community colleges. There were four new articulation agreements this year, bringing the total to 58 agreements with 34 different colleges. Five programs had five vertical team meetings.

Nine percent of SFA's total financial aid went to the 73 percent of transfer students who received aid. The institution cited a lack of financial aid for transfer students as its top barrier to transfer. A "lack of financial resources at all levels dedicated to transfer students" is cited as the top emerging barrier to transfer, even though the average amount of aid given to transfer students was \$10,887, which is above the state average of \$9,455.

SFA has made notable progress in the four-year completion rate for transfer students. The completion rate is up a full 12 percent from 64 percent to 76 percent, moving from below the state average for the 2009 cohort to ten points above the state average for the 2010 cohort. The native and transfer student time to degree is the same as last year, 5.2 and 7.9 years (respectively).

Sul Ross State University-Rio Grande College

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with faculty advisors, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	85%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment
<i>Other efforts:</i>	
Joint activities	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
All our programs are for transfers as 100% of RGC students are transfers.	
8. <i>Assimilation of transfer students during first semester?</i>	
All activities are directed to assisting transfers to be successful.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Tutoring, activities, assigned mentors, student lounge areas.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://www.sulross.edu/rgc
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • Scholarship and financial aid information specific to community college transfer students. • Catalog 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	42 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	36 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	100%
16. <i>Percentage of transfer students receiving financial aid?</i>	85%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$2,500
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	50%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	31
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	31
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	31
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	1
26. <i>Articulation agreements with how many community colleges?</i>	1

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	Yes
28. <i>Number of colleges with which there is at least one DAA?</i>	1

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 23 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	NA
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	0
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	0

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of timely and/or accurate transcript evaluation 2. Inaccurate and/or inadequate advising at the community college 3. Students transferring with excessive hours

B. Additional Barriers

34. *List additional significant barriers that apply to your institution.*

Electronic input of transcripts

C. Resolved Barriers

35. *In 2014-2015 did your institution resolve any systemic barriers to transfer?*

Yes

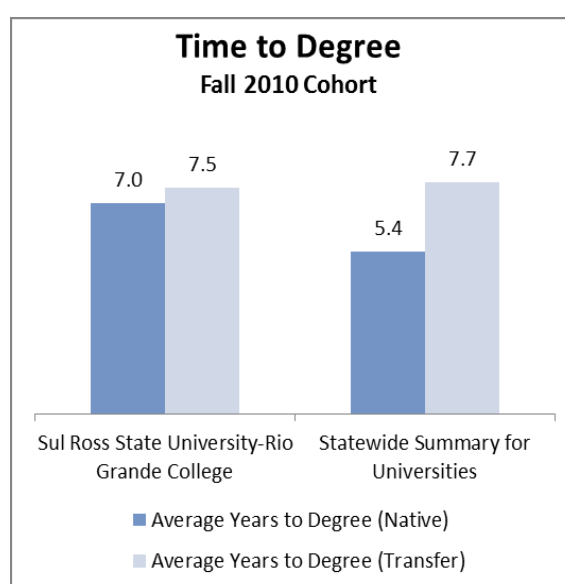
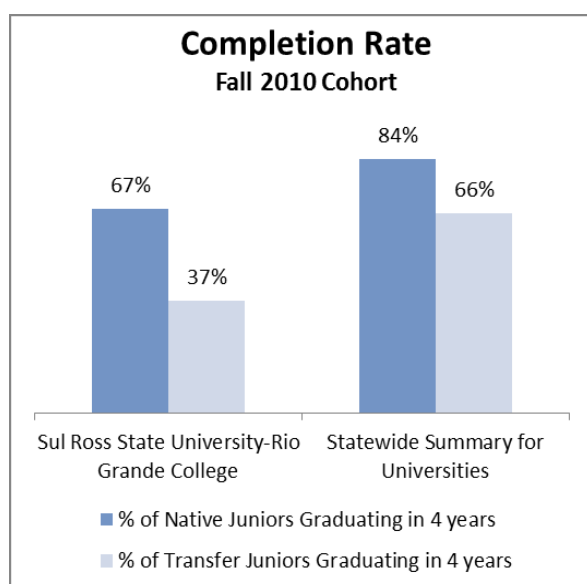
36. *Describe the systemic barriers to transfer and explain the resolution.*

Degree pathways for students

D. Emerging Issues

37. *Any emerging issues that you see likely to cause barriers to transfer in the future?*

No



Sul Ross State University-Rio Grande College (SR-RG) is an upper-division institution that offers its courses on the campuses of Southwest Texas Junior College in Del Rio, Eagle Pass, and Uvalde. It offers a limited number of master's and bachelor's degree programs. SR-RG accepts transfer students who have earned at least 42 hours. Almost all of SR-RG undergraduate students transfer from Southwest Texas Junior College. SR-RG has experienced an overall increase in enrollment for the last two years, and the acceptance rates for transfer applicants have been 100 percent for each fall 2009-2014. Approximately 85 percent of the transfer students receive financial aid, but the average award is low in comparison to other institutions. In addition to federal aid, SR-RG offers departmental and institutional scholarships to students.

Transcript evaluation continues to be a barrier to smooth transfer. Electronic upload of transcript data would help alleviate this problem. As with many other institutions, SR-RG reports that students transferring with excess hours on their transcript and inadequate advising prior to transfer are the top challenges for efficient transfer and degree completion.

Sul Ross State University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Not offered
4. <i>List activities included in transfer orientation.</i>	
NA	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	7%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Enrollment	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
None	
8. <i>Assimilation of transfer students during first semester?</i>	
Mandatory advising. Transfer students are eligible for student support service programs. Transfer students are invited and encouraged to attend new student orientations.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
We provide services through early intervention programs, tutorial programs through the Academic Center for Excellence, and support services for qualified transfer students through Student Support Services.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://www.sulross.edu/page/239/transfer-students
11. <i>Items included on institutional website for transfer students.</i>	
• Degree program guides that include Texas Common Courses Numbers (TCCNS). • Transfer evaluation policy, maximum hours accepted, transcripts	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	0 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	32%
16. <i>Percentage of transfer students receiving financial aid?</i>	71%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$9,721
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	0%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	2
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	5
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	0
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	5

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 30 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	No special initiatives
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	2
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	2

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of resources at your institution to facilitate transfer of students from community colleges
2. Lack of financial support for transfer students

B. Additional Barriers

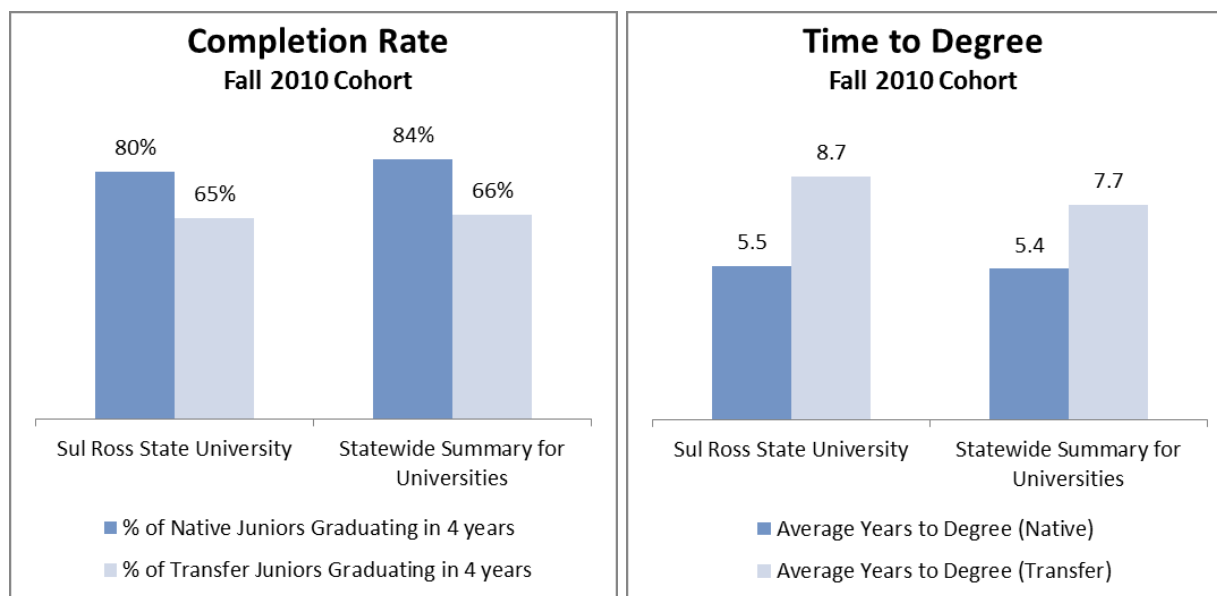
34. <i>List additional significant barriers that apply to your institution.</i>
Geographic location and distances from community colleges

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
No



The native and transfer completion rates at Sul Ross State University (Sul Ross) are the same as last year, 80 percent and 65 percent respectively. Native student time to degree has improved slightly from 5.7 to 5.5 years. However, the time to degree for transfer students increased from 7.1 years to 8.7 years, which is one year above the state average. Transfer students are taking three more semesters to graduate than they were taking last year. Sul Ross added no new success programs this year, but new programs may be what are needed to reverse this trend.

Sul Ross offers no orientation program specifically for transfer students. Transfer students are encouraged to attend regular new student orientation, but only seven percent of transfer students are taking advantage of it, which is the lowest percentage of any Texas public university. Advising is mandatory, however. Sul Ross provides ongoing support through tutorial and early intervention programs and Student Support Services.

Sul Ross distributed financial aid averaging \$9,721 to 71 percent of transfer students. There are scholarships targeted for transfer students but these were not awarded which indicates that the institution could do more to advertise the available opportunities or expand the eligibility criteria.

Tarleton State University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i> Advising with professional advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	10%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i> Meetings were held with community college leaders, faculty and professional advisors to ensure accuracy of program specific agreements (articulation agreements), to discuss prospective transfer student needs (new Bachelor completion programs, course scheduling at off campus locations), and to plan participation in transfer recruitment events.	
7. <i>New transfer student success programs initiated 2014-2015.</i> Welcome Back Week-events are held at each off-campus location. All transfer students (new and current) participate.	
8. <i>Assimilation of transfer students during first semester?</i> All transfer students are included in all campus events and retention efforts at the main campus in Stephenville and at all outreach locations.	
9. <i>Support of new transfer students to encourage persistence during first year?</i> At the main campus in Stephenville and at all outreach locations, events are held at midterm and near final exam periods to promote study skills. Numerous workshops and support activities are provided to all students to focus on the importance of academic success and support them during periods of the semester when their academic workload is greatest.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	www.tarleton.edu/admissions/transfer/index.html
11. <i>Items included on institutional website for transfer students.</i> <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. 	

<ul style="list-style-type: none"> • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	10%
16. <i>Percentage of transfer students receiving financial aid?</i>	93%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$8,985
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	5%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	2
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	126
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	60
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	6
26. <i>Articulation agreements with how many community colleges?</i>	8

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	Yes
28. <i>Number of colleges with which there is at least one DAA?</i>	5

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 30 Field of Study Curriculum: 10 Texas Tuning Project: 5 Voluntary Transfer Compacts: 5 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Tarleton State University is committed to ensuring the most seamless transition for students transferring to the institution from other colleges and universities. To that end, faculty is solicited to participate in the nomination process for committees and task forces that focus on the improvement of transfer alignment. Further, faculty is notified of opportunities to attend meetings, webcasts, or other information dissemination activities offered by the state that focus on the improvement of transfer processes.

31. Number of "vertical teaming" meetings with two-year college faculty 2014-2015?	9
32. Number of degree programs affected by "vertical teaming" meetings?	5

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
1. Programs at capacity at your institution 2. Inaccurate and/or inadequate advising at the community college 3. Lack of resources at your institution to facilitate transfer of students from community colleges 4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 5. Program admission requirements that are different from your institution's admission requirements 6. Lack of timely and/or accurate transcript evaluation 7. Students transferring with excessive hours 8. Lack of financial support for transfer students 9. Lack of available academic programs to meet transfer students' needs 10. Lack of course and program alignment with community colleges

B. Additional Barriers

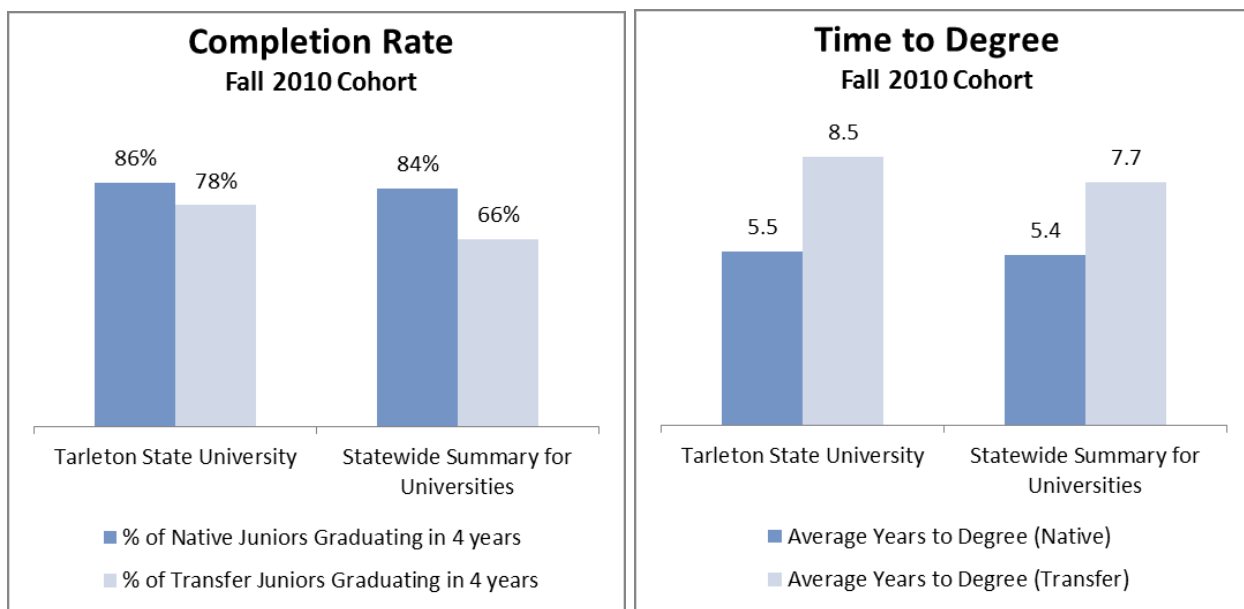
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

A. In 2014-2015 did your institution resolve any systemic barriers to transfer?	Yes
B. Describe the systemic barriers to transfer and explain the resolution.	
Converting to the TCCNS and aiding in transferability of coursework.	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
At this time we are unaware of any emerging issues that would cause barriers.



Tarleton State University accepts transfer students from throughout the state and has several major feeder community colleges in the Metroplex and Central Texas Regions. The community colleges contributing the most to Tarleton’s transfer population are McLennan Community College, Tarrant County College, and Weatherford College. For each year of this report, Tarleton has consistently increased enrollment for both their transfer students and first-time undergraduates. This growth may explain Tarleton’s survey responses, which ranked program capacity as the most problematic barrier to transfer.

Tarleton ranked advising as the second biggest challenge to smooth transfer. The time to degree and number of semester credit hours attempted for transfer students in the fall 2010 cohort at Tarleton increased from the fall 2009 cohort. Even so, the graduation rate for Tarleton fall 2010 cohort transfer students was well above the state average. To create efficiency and clarity for transfer students, Tarleton continues to engage actively with community college personnel to align curriculum and identify pathways for transferring students. Faculty has participated in vertical teaming with community college partners and is trained on statewide initiatives. Additionally, Tarleton has converted their institutional course numbering system to the TCCNS.

Texas A&M International University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Meal	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	54%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Transfer Fairs at Community College	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
Title V-Focus on Student Success (FOSS) Program	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Academic Advising / Academic Support	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	www.tamui.edu/prospect/transfer
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	None
14. <i>Semester credit hours in residency required for graduation.</i>	24 of last 30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	9%
16. <i>Percentage of transfer students receiving financial aid?</i>	73%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$6,504
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	1
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	3
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	1
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	3

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	1

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 21 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Provost shares links containing information on statewide initiatives with all faculty. P-16 Council discussions encourage participation of faculty in statewide initiatives especially the HB5 transfer across Region I and Region II.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	3
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	7

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
1. Students transferring with excessive hours 2. Lack of financial support for transfer students 3. Inaccurate and/or inadequate advising at the community college 4. Lack of resources at your institution to facilitate transfer of students from community colleges 5. Lack of available academic programs to meet transfer students' needs

B. Additional Barriers

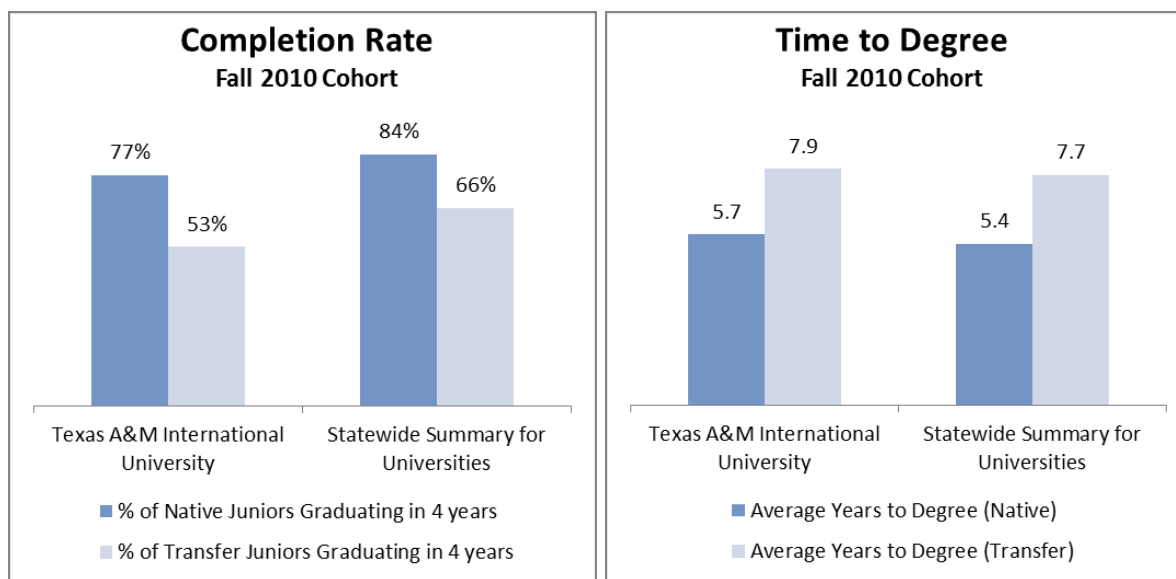
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. In 2014-2015 did your institution resolve any systemic barriers to transfer?	Yes
36. Describe the systemic barriers to transfer and explain the resolution.	
Students interested in pursuing educator preparation or nursing are provided information regarding specific program requirements during the inquiry and general application process.	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
NA



Texas A&M International University (TAMI) is the top transfer destination for students from Laredo Community College. Naming the lack of financial support for students as one barrier to transfer, in 2014-15 TAMI awarded an average of \$6,504 in financial aid to transfer students, which is an increase of more than \$2,000 from the previous year. Approximately three-quarters of the institution's transfer students received financial aid in 2014-15.

As additional barriers to transfer, TAMI identified excessive hours students accrued prior to transfer, advising issues at community colleges, and a lack of resources and academic programs to meet students' needs. TAMI currently has three articulation agreements with three different community colleges in Texas. The institution also conducts Transfer Fairs on community college campuses, in addition to recruitment and advising. Furthermore, in 2014-15, faculty from seven degree programs at TAMI participated in three vertical teaming meetings with their counterparts working at the community college level.

TAMI has experienced a steady increase in transfer applications and in actual enrollments during the last six years. In fall 2014, TAMI received approximately 430 applications and about 300 transfer students enrolled. Compared to last year's report, the four-year completion rate among transfer students declined by 10 percentage points from 63 percent to 53 percent, which is substantially lower than the average of 67 percent among TAMI's peer Comprehensive Institutions. The average time to degree among transfer students at TAMI improved slightly, falling from 8.1 years to 7.9 years.

Texas A&M University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
The Office of Admissions implemented 6 transfer information sessions providing application tips and suggestions to prospective students.	
8. <i>Assimilation of transfer students during first semester?</i>	
T-Camp, Undergraduate Convocation, Transfer Student Program (TSP w/ Academic Success Center, Learning Communities and mentoring some in academic departments.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
During students' New Student Conference they are introduced to the Academic Success Center and Writing Center, as well as the Career Center.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://admissions.tamu.edu/transfer/apply
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. 	

<ul style="list-style-type: none"> • Scholarship and financial aid information specific to community college transfer students. • Residence Life and Dining Services 	
12. <i>Minimum GPA for transfer admissions.</i>	2.5
13. <i>Minimum semester credit hours for transfer admissions.</i>	24 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	36 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	25%
16. <i>Percentage of transfer students receiving financial aid?</i>	61%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$11,484
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	0%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	60
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	10
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	50

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	Yes
28. <i>Number of colleges with which there is at least one DAA?</i>	5

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 724 Field of Study Curriculum: 217 Texas Tuning Project: 72 Voluntary Transfer Compacts: 434 ACGM Learning Outcomes Project: 724
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Enrollment management targets have been set for the university, the colleges, the departments, and individual degree programs at Texas A&M University. Faculty is involved in setting and meeting the targets. These targets include transfer students. There are financial incentives for meeting enrollment and graduation targets.

31. Number of "vertical teaming" meetings with two-year college faculty 2014-2015?	23
32. Number of degree programs affected by "vertical teaming" meetings?	18

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
<ol style="list-style-type: none"> 1. Inaccurate and/or inadequate advising at the community college 2. Students transferring with excessive hours 3. Programs at capacity at your institution 4. Lack of financial support for transfer students 5. Program admission requirements that are different from your institution's admission requirements

B. Additional Barriers

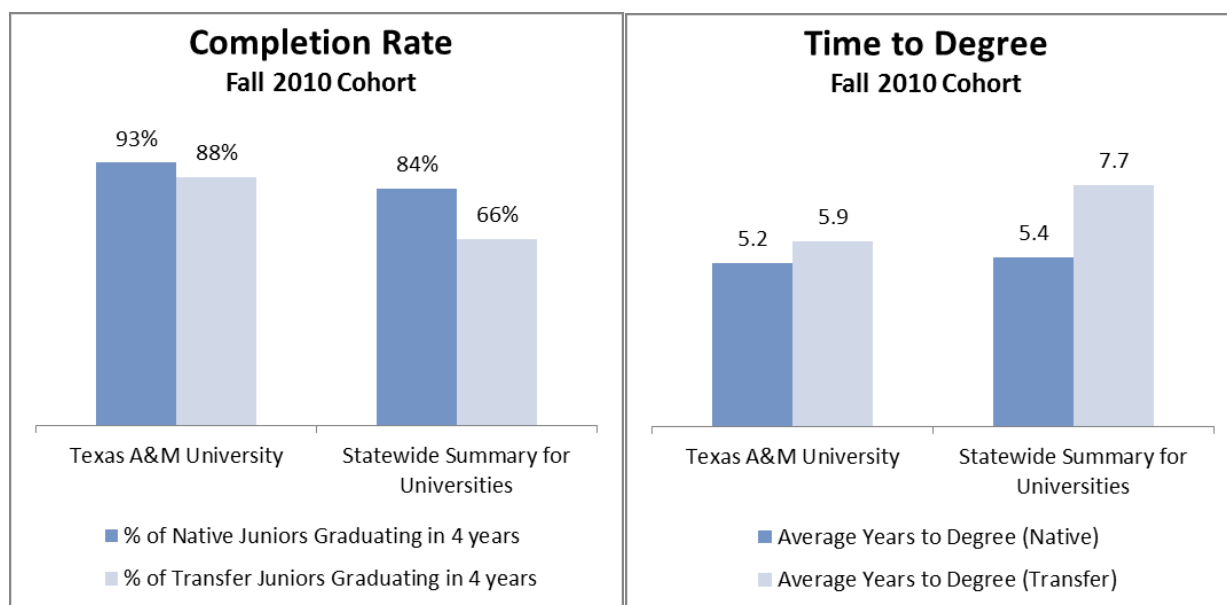
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
<p>Despite continuing to improve information on coursework needed for transfer through degree maps and degree plans, students do not seem to be following those plans or taking the correct coursework. Students do not seem to take advantage of community college advising resources. We find that many transfer students believe all 4 year universities have "general degrees" and that they can change majors at any time without knowing the rules/regulations/ hour caps, etc... We continue to see more students with excessive numbers of dual credit hours that are not benefitting the student for their chosen major. Some students believe that grades earned in dual credit courses do not follow them when applying as a transfer student and are surprised when denied admission due to C's and D's earned while in high school. With limitations on federal funding, even for loans, students may not have sufficient eligibility for financial aid to complete their degrees.</p>



Texas A&M University (TAMU) has a long portfolio of programs and initiatives to support transfer student success, and once again, a notably higher percentage of their transfer students graduate in four years and do so in less time than the state average. The completion rates for both natives and juniors are above the state average. The rates for native juniors are unchanged from last year at 93 percent, and the rate for transfer students is down from 92 to 88 percent. The average years to a degree for natives is unchanged at 5.2 years, and the time for transfers shows some improvement coming down from 6.1 to 5.9 over the last year.

The required orientation for transfer students has a full agenda of information and activities. This orientation is in addition to camps, convocations, learning communities, departmental mentoring, and other programs that support transfer student assimilation to the large TAMU campus. TAMU added a new program this year, providing six information sessions on application procedures to prospective students.

Twenty-five percent of all student aid went to 61 percent of transfer students at an average of \$11,484, the fourth-highest average amount in the state. There are scholarships earmarked for transfer students, but zero percent of transfer students received them, which indicates that the institution could do more to advertise the available opportunities or expand the eligibility criteria.

There were no new articulation agreements in 2014, but TAMU already had 60 agreements with 50 different institutions. TAMU draws from a wide cross-section of colleges, not just those within the same region, as is often the case with other Texas universities. TAMU added new dual admission agreements this year for a total of five institutions. TAMU had 23 vertical team meetings with faculty from 18 different degree programs, much higher than the state average of 7.5 meetings for 6.4 programs.

A very large number of faculty was trained in aspects of transfer student success: 2,171 (which may include duplicates). This is by far the highest number in the state, where the average (excluding TAMU) is 10 faculty members. TAMU has a larger number of faculty than

any other public university, but this is nevertheless an indication of TAMU's commitment to faculty involvement in transfer student success.

TAMU's top barriers to transfer are inadequate advising and excessive credit hours. TAMU wrote in its survey response, "Despite continuing to improve information on coursework needed for transfer through degree maps and degree plans, students do not seem to be following those plans or taking the correct coursework. Students do not seem to take advantage of community college advising resources."

Texas A&M University-Central Texas

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Student organizations' presentations, Financial aid advising	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	10%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
We are an upper-level and graduate institution so all our services are designed for transfer students. Therefore, we have not serves just for "first semester" of attendance.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
We are an upper-level and graduate institution so all our services are designed for transfer students. The following is a sampling of programs we offer: 1) Warriors Edge Early Alert: uses Noel Levitz Second Year Student Assessment with new undergraduate First Time Transfer-In students to identify early risk tendencies and connect them with appropriate and customized resources to promote greater student learning and success at TAMUCT. It is a joint collaboration piloted through a / partnership with the Office of Undergraduate Advising. 2) Warriors Who Win Conditional Contract: combines success strengths coaching and customized resource support for transfer students returning to TAMUCT after previously entering academic suspension status. Utilizing the Noel Levitz's Adult Learner College Student Inventory and Gallup Strengths Finders assessments, this program is a joint partnership with Academic Affairs and Undergraduate Studies. 3) WarriorPASS: Bluecoat / Ambassador driven pilot initiative designed to connect successful Juniors and Seniors with first-time new undergraduate transfer-in students at TAMUCT. The upper-class transfer students offer mentoring support to the new undergraduate transfer-ins to help improve transition to TAMUCT campus life and enhance a successful start.	

D. Website

10. Does website have information for transfer students?	Yes
URL:	http://www.tamuct.edu/departments/admissions/admissions.php
11. Items included on institutional website for transfer students.	
<ul style="list-style-type: none">• Minimum grade point average (GPA) required for transfer admissions.• Minimum semester credit hours a student is required to have to be considered for transfer admissions.• Number of semester credit hours students are required to take in residence at your institution for graduation.• Degree program guides that include Texas Common Courses Numbers (TCCNS).• Scholarship and financial aid information specific to community college transfer students.	
12. Minimum GPA for transfer admissions.	2.0
13. Minimum semester credit hours for transfer admissions.	30 SCH
14. Semester credit hours in residency required for graduation.	25% of degree program

E. Financial Aid

15. Percentage of total undergraduate financial aid to transfer students 2014-2015?	100%
16. Percentage of transfer students receiving financial aid?	57%
17. Average amount of financial aid awarded per transfer student?	\$9,074
18. Institutional scholarships designated for transfer students?	No
19. Percentage of transfer students receiving institutional scholarships 2014-2015?	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. New articulation agreements with Texas community colleges 2014-2015?	No
21. How many new articulation agreements during 2014-2015?	NA
22. Any existing articulation agreements updated 2014-2015?	No
23. Total number of articulation agreements currently in effect?	0
24. How many academic (AA, AS, AAT) articulation agreements in effect?	0
25. How many workforce (AAS) articulation agreements in effect?	0
26. Articulation agreements with how many community colleges?	0

B. Dual Admission Agreements (DAA)

27. Any new dual admission agreements with Texas community colleges 2014-2015?	No
28. Number of colleges with which there is at least one DAA?	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	
NA	
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	0
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	0

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of course and program alignment with community colleges 2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 3. Inaccurate and/or inadequate advising at the community college 4. Students transferring with excessive hours 5. Program admission requirements that are different from your institution's admission requirements 6. Lack of available academic programs to meet transfer students' needs 7. Lack of timely and/or accurate transcript evaluation 8. Lack of financial support for transfer students 9. Lack of resources at your institution to facilitate transfer of students from community colleges 10. Programs at capacity at your institution

B. Additional Barriers

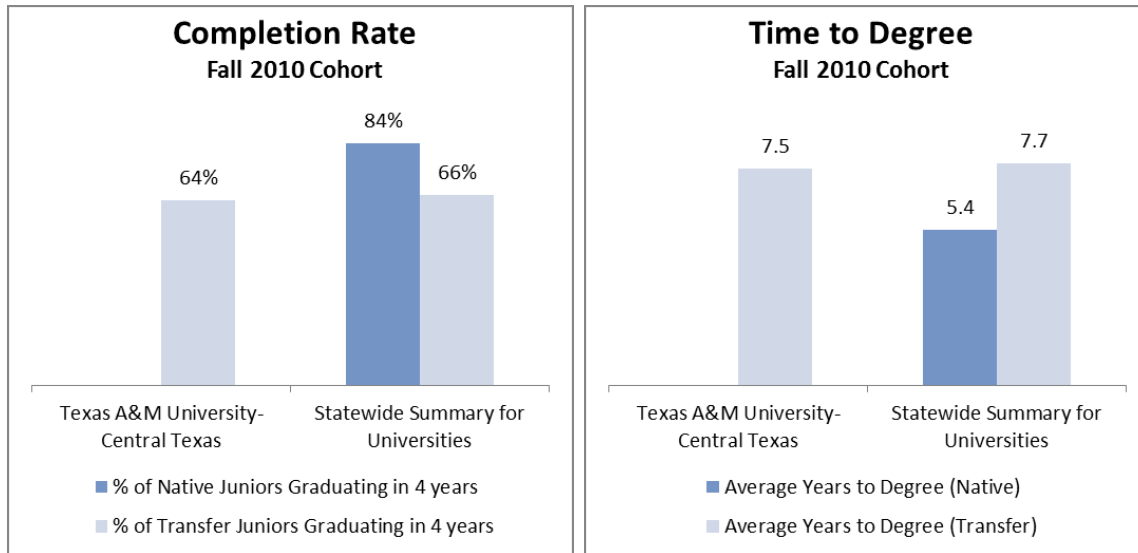
34. <i>List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
A significant barrier for TAMU-Central Texas is that on-campus housing cannot be used to recruit students that do not live in the immediate area.



Texas A&M University-Central Texas (TAMU-Central Texas) is an upper-division only institution, so all of their programs, initiatives, and financial aid are for transfer students. The institution requires orientation, but only 11 percent of students attended it in 2014, and the number fell to 10 percent this year. The institution may need to revisit the terms of this requirement, particularly since TAMU-Central Texas offers an impressive range of academic support services designed to encourage persistence that may go unused if students are not aware of them.

For a transfer-only institution that relies heavily upon the preparation of students by its partner community colleges, it is surprising no articulation agreements or dual-admission agreements exists. The institution states that a “lack of course and program alignment with community colleges” is its top barrier to transfer, and last year TAMU-Central Texas stated “We must ensure that we formalize agreements with our feeder community colleges and communicate with all the necessary parties about the agreements and effectively market the agreements.” However, TAMU-Central Texas had no vertical team meetings (down from 12 last year) to address these problems.

The four-year completion rate is up to 64 percent from last year’s 57 percent, now close to the state average. The time to degree is down slightly from 7.7 to 7.5 years, also close to the state average.

Texas A&M University-Commerce

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Student organizations' presentations, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
The University held three transfer preview days.	
8. <i>Assimilation of transfer students during first semester?</i>	
Transfer students with less than 30 transfer hours have an advising hold placed on their records to meet with a Success Coach. There are also mid-term grade checks.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
We offer the Academic Success center and tutoring.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://www.tamuc.edu/admissions/oneStopShop/undergraduateAdmissions/transferAdmissions/default.aspx
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	21 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	19%
16. <i>Percentage of transfer students receiving financial aid?</i>	19%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$10,239
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	5
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	34
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	25
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	14

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	4

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	We do not track this information and are unable to supply.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	NA
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	NA

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

B. Additional Barriers

34. *List additional significant barriers that apply to your institution.*

NA

C. Resolved Barriers

35. *In 2014-2015 did your institution resolve any systemic barriers to transfer?*

No

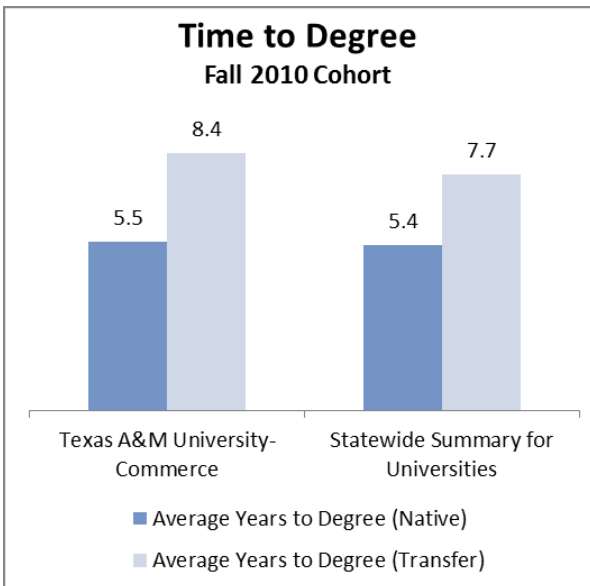
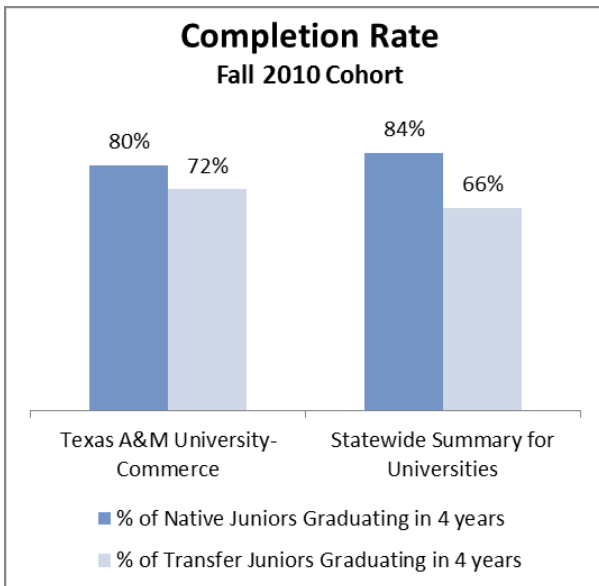
36. *Describe the systemic barriers to transfer and explain the resolution.*

NA

D. Emerging Issues

37. *Any emerging issues that you see likely to cause barriers to transfer in the future?*

Often, transfer students are faced with the difficulty of securing enough funds and financial assistance to continue their goals and obtain their degrees. In addition, transfer students find it a challenge to locate adequate student housing.



Texas A&M University-Commerce (TAMU-Commerce) received transfer students from a number of two-year colleges, with Paris Junior College as a clear feeder institution in close proximity. In 2014-2015, TAMU-Commerce developed five new articulation agreements and currently maintains 34 such agreements with 14 Texas community colleges. Reporting students' difficulties in securing continuous funding and financial assistance as emerging issues for transfer, TAMU-Commerce indicated that 19 percent of its transfer students received an average of \$10,238.79 in financial aid in 2014-15.

The three major barriers to transfer at TAMU-Commerce concern excessive hours accumulated by students prior to transfer, advising at community colleges, and course scheduling and rotations to serve new transfer students. TAMU-Commerce supports its transfer students by providing a required orientation program, tutoring, Success Coaches for students with fewer than 30 hours, and midterm grade checks. In 2014-15, the institution implemented a new student success program by organizing three transfer preview days.

Transfer applicants and enrollees at TAMU-Commerce have been relatively steady in the past six years, averaging 800 and 500 respectively. The four-year completion rate for transfer juniors increased from 66 percent last year to 72 percent, which was higher than the average of 67 percent among peer Doctoral Institutions. The average time taken for degree attainment among transfer students decreased slightly from an average of 8.8 years last year among the fall 2009 cohort to 8.4 years for the currently reported fall 2010 cohort.

Texas A&M University-Corpus Christi

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i> Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	25%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i> TAMU-CC Transfer Day with Advisors at 2 local Community Colleges; Liaison at local Community College 2 days per week for Pre-Guidance; During Pre-Guidance incorporate a comprehensive plan: Course guidance per major with expectations using transfer guide and reverse transfer information, campus map, advising and campus resources, organizations, activities, etc. so the students have a broad picture of becoming an Islander; Summer/Tuesdays at local community college visit at various campus locations to reach a wider audience; Connect with faculty at Community College for classroom presentations and facilitate resolution of transfer concerns; Local Community College video regarding transfer to TAMU-CC; Facilitate MOUs with Community Colleges and department articulation agreements; Transfer Presentations at Island Day (University pre-view days); Transfer guides via the web for all majors; Outreach counselors in the Dallas, Houston, Central Texas, San Antonio, and Valley areas; Special Grant Programs, such as in the STEM field, offer additional outreach assistance.	
7. <i>New transfer student success programs initiated 2014-2015.</i> Transfer students continue to have full access to services such as the Center for Academic Student Achievement with tutors and writing center. The university also participated in developing regional and trans-regional agreements so that the same high school college readiness courses will be offered at regional high schools and so that successful completion of the courses will be recognized at all regional community colleges and universities.	
8. <i>Assimilation of transfer students during first semester?</i> Provide comprehensive information during initial contact. Islander Transition Center located on campus for students to make inquiries on a walk-in-basis. Special programs offer opportunities to connect with students in similar field or background including Veterans and International Students. Invitations to join Clubs, sports, and organizations. Phi Theta Kappa Alumni Organization.	

9. Support of new transfer students to encourage persistence during first year?

Academic Advisors and Faculty Mentors work together to ensure open communication occurs between the institution and transfer students regarding support and learning opportunities in various program areas.

D. Website

10. <i>Does website have information for transfer students?</i>		Yes
URL:	http://admissions.tamucc.edu/transfer/ ; http://admissions.tamucc.edu/transfer/requirements.html ; https://enrollat.tamucc.edu/transferguides/index.php ; http://osfa.tamucc.edu/	
11. <i>Items included on institutional website for transfer students.</i>		
<ul style="list-style-type: none">• Minimum grade point average (GPA) required for transfer admissions.• Minimum semester credit hours a student is required to have to be considered for transfer admissions.• Number of semester credit hours students are required to take in residence at your institution for graduation.• Degree program guides that include Texas Common Courses Numbers (TCCNS).• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.• Scholarship and financial aid information specific to community college transfer students.		
12. <i>Minimum GPA for transfer admissions.</i>		2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>		30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>		36 Upper Division SCH

E. Financial Aid

15. Percentage of total undergraduate financial aid to transfer students 2014-2015?	8%
16. Percentage of transfer students receiving financial aid?	63%
17. Average amount of financial aid awarded per transfer student?	\$10,068
18. Institutional scholarships designated for transfer students?	Yes
19. Percentage of transfer students receiving institutional scholarships 2014-2015?	5%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. New articulation agreements with Texas community colleges 2014-2015?	Yes
21. How many new articulation agreements during 2014-2015?	8
22. Any existing articulation agreements updated 2014-2015?	No
23. Total number of articulation agreements currently in effect?	12
24. How many academic (AA, AS, AAT) articulation agreements in effect?	14
25. How many workforce (AAS) articulation agreements in effect?	0
26. Articulation agreements with how many community colleges?	12

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	Yes
28. <i>Number of colleges with which there is at least one DAA?</i>	6

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 120 Field of Study Curriculum: 1 Texas Tuning Project: 13 Voluntary Transfer Compacts: 10 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	We nominate faculty for statewide committees and encourage their participation. We also encourage them to participate in local and regional efforts. Our faculty has been particularly active in math and English language arts.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	12
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	3 or 4

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of financial support for transfer students 2. Programs at capacity at your institution 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Students transferring with excessive hours

B. Additional Barriers

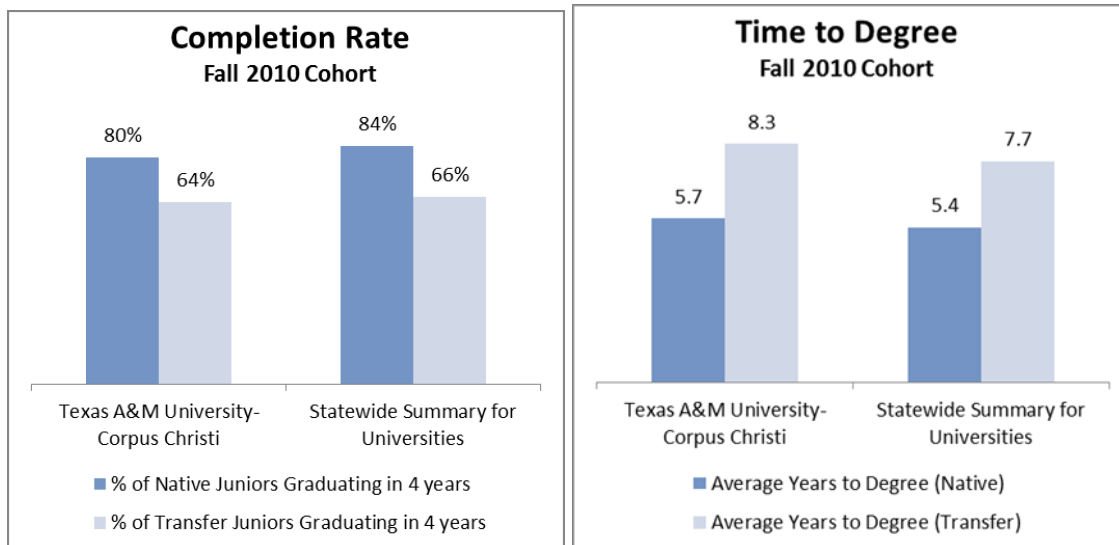
34. <i>List additional significant barriers that apply to your institution.</i>
Transfer students should seek guidance in course selection early in their academic career in order to take specific courses toward their degree plan. Additionally, career counseling at the Community College is beneficial in assisting students with their long range goals.

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	Transfer students at the local Community College did not know a University representative was at the Community College for guidance. The Community College made a video regarding transfer to the University.

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
Transfer students seek scholarships. More University and College scholarships for transfer students would facilitate transfer.



Texas A&M University-Corpus Christi (TAMU-Corpus Christi) has a range of outreach efforts to its community college partners, including on-site recruitment, advising, a Transfer Day, a liaison in residence two days a week, and transfer guides. However, the best programs will be ineffective if students are unaware of them or otherwise not taking advantage of them. TAMU-Corpus Christi stated that its top barrier to successful transfer is transfer students not knowing that advisors are available.

Similarly, TAMU-Corpus Christi has a thorough orientation for transfer students, but most transfer students are either not aware of it or are not taking advantage of it. Seventeen percent attended in 2014, and 25 percent attended in 2015. The institution may wish to consider requiring the orientation in the future.

TAMU-Corpus Christi has more than doubled the average amount of student aid for transfer students, moving from \$4,283 last year to \$10,068 this year, which is demonstrative of TAMU-Corpus Christi's commitment to assist transfer students with their finances. The institution cites additional scholarship money as an emerging barrier to transfer.

The four-year graduation rate for native juniors in the fall 2010 cohort remains the same as for the fall 2009 cohort at 80 percent. The graduation rate for transfer students is down slightly from 67 to 64 percent. Native juniors are taking 5.7 years to graduate, the same figure as the fall 2009 cohort, and the fall 2010 transfer students have increased their time to degree from the fall 2009 cohort's 8.0 years to 8.3 years. The figures for both native and transfer students are comparable to state averages.

TAMU-Corpus Christi is notable for extending their transfer student outreach to the high school level. A new program in 2015 develops agreements so that high school college-readiness courses are recognized at area community colleges and, therefore, are eligible for transfer credit to TAMU-Corpus Christi.

Texas A&M University at Galveston

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
We initiated centralized academic advising in a one-stop shop through intake for students with under 30 credits through Academic Enhancement.	
8. <i>Assimilation of transfer students during first semester?</i>	
Through new student orientation, our Gig 'Em Welcome weeks with transfer-specific programming, academic enhancement and student life services.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Specific programs to encourage new transfer student persistence include orientation, advising, ease of transfer credit applied to their degree plans and comprehensive degree planning with senior departmental faculty.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://www.tamug.edu/admissions/Transfer/
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.5
13. <i>Minimum semester credit hours for transfer admissions.</i>	24 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	36 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	5%
16. <i>Percentage of transfer students receiving financial aid?</i>	57%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$3,876
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	19
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	0
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	1
26. <i>Articulation agreements with how many community colleges?</i>	19

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	2

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 9 Field of Study Curriculum: 9 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Through the training of nine faculty fellows that specifically participate in orientation and advising of new transfer students.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	0
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	0

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.

1. Lack of financial support for transfer students
2. Students transferring with excessive hours
3. Inaccurate and/or inadequate advising at the community college
4. Lack of resources at your institution to facilitate transfer of students from community colleges

B. Additional Barriers

34. List additional significant barriers that apply to your institution.

We have sequential degree programs with highly specialized curriculum.

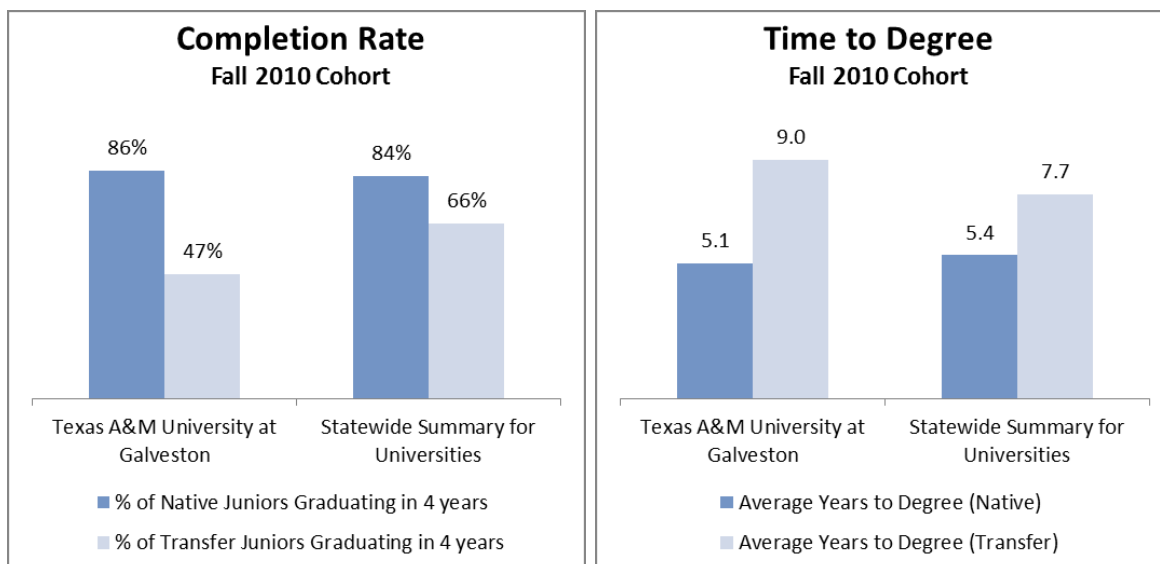
C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?

The licensing program in the Texas Maritime Academy is three years and extends a transfer student's time to degree completion (even with the appropriate core curriculum completed at Texas Community Colleges).



Texas A&M University at Galveston (TAMU-Galveston) maintains 19 articulation agreements with Texas community colleges. For the last six years, TAMU-Galveston has experienced a steady increase in the number of transfer applications, from 54 in 2009 to 109 in 2014. Enrollment of transfer students has increased from 42 students in 2009 to 85 in 2014.

Identifying financial support as the number one barrier to transfer, TAMU-Galveston reported that 57 percent of its transfer students received financial aid for an average amount of \$3,876 in 2014-15.

Other barriers to transfer include excessive hours students accrued prior to transferring to TAMU-Galveston, advising at community colleges, institutional resources to facilitate transfer, and sequential degree programs with specialized curricula. In addition to a required orientation program for transfer students, TAMU-Galveston initiated centralized academic advising services during the 2014-15 school year as a way to enhance success for transfer students with fewer than 30 credit hours.

Compared to last year's report, the four-year completion rate among transfer students at TAMU-Galveston declined substantially by 18 percent, from 65 to 47 percent. The average time to degree among transfer students has also noticeably increased from 6.1 years for the 2009 cohort to 9.0 years for the 2010 cohort.

Texas A&M University-Kingsville

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	58%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	NA
8. <i>Assimilation of transfer students during first semester?</i>	The Center for Student Success has a one semester First Year Seminar designed specifically for Transfer Students.
9. <i>Support of new transfer students to encourage persistence during first year?</i>	Professional Academic Advisors connect with Transfer Students during Transfer Thursday orientation and throughout the semester. Also, Student Affairs has created activities specifically for transfer students. http://www.tamuk.edu/transfers/index.html

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	http://www.tamuk.edu/admission/transfers/index.html
11. <i>Items included on institutional website for transfer students.</i>	<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.

• Scholarship and financial aid information specific to community college transfer students.	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	12 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	24 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	25%
16. <i>Percentage of transfer students receiving financial aid?</i>	84%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$10,300
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	10%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	14
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	16
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	11
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	5

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	NA

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Texas A&M University-Kingsville encourages faculty to provide mentorship for transfer students. Professional Academic Advisors attend training for statewide initiatives to improve transfer student success.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	4
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	3

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
<ol style="list-style-type: none">1. Lack of financial support for transfer students2. Lack of resources at your institution to facilitate transfer of students from community colleges3. Lack of course and program alignment with community colleges4. Inaccurate and/or inadequate advising at the community college5. Lack of available academic programs to meet transfer students' needs6. Lack of timely and/or accurate transcript evaluation7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students8. Programs at capacity at your institution9. Program admission requirements that are different from your institution's admission requirements10. Students transferring with excessive hours

B. Additional Barriers

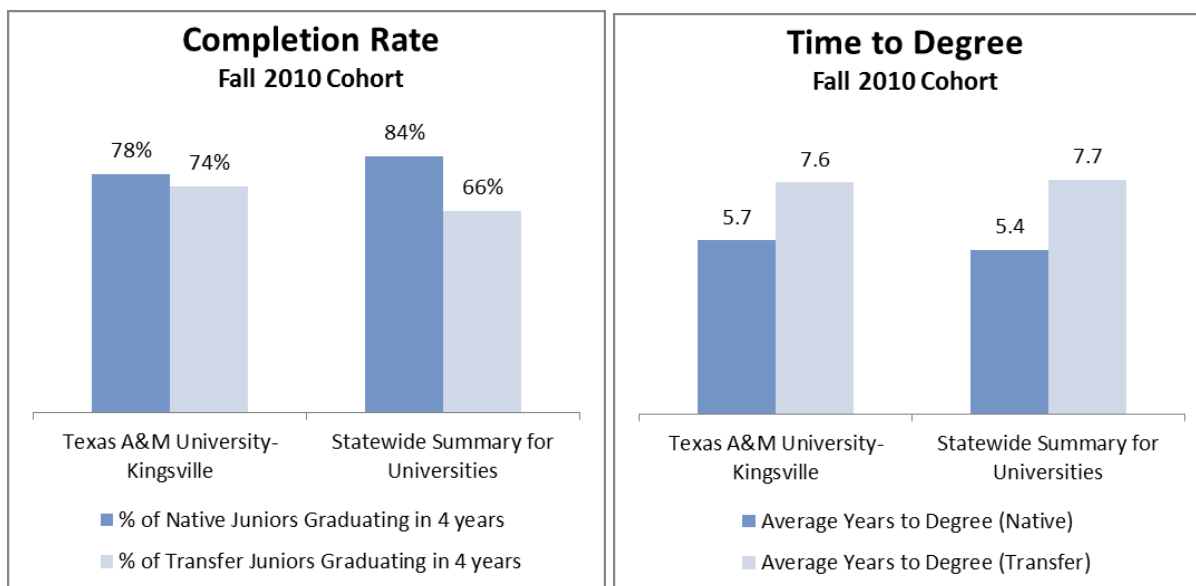
<i>34. List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
Transfer students who attend Transfer Thursdays have more information about the Texas A&M University-Kingsville campus and have a higher success rate for their pathway to graduation. Currently, attendance at Transfer Thursdays for transfer students has been voluntary. Enrollment Management is going to collaborate with the Center for Student Success and the Office of Student Affairs to make attendance at Transfer Thursday Orientation mandatory for all incoming transfer students.



Texas A&M University-Kingsville (TAMU-Kingsville) had a large percentage of transfer students receive financial aid in 2015, 84 percent, which is 14 percentage points above the state average. These students received an average of \$10,300 (the state average was \$9,455), which accounted for 25 percent of TAMU-Kingsville's total financial aid. Ten percent of these transfer students received specially designated scholarships. The average amount of financial aid given to transfer students is above the state average, but so is the percentage of students needing financial aid. For this reason, the institution cited a "lack of financial support for transfer students" as their top barrier to successful transfer.

Orientation for transfer students is currently not required, and 58 percent of transfer students attend. TAMU-Kingsville stated that "Enrollment Management is going to collaborate with the Center for Student Success and the Office of Student Affairs to make attendance at Transfer Thursday Orientation mandatory for all incoming transfer students," which will increase transfer student access to advisors. Outreach to transfer students continues throughout the semester with a designated first-year seminar and a thoroughly detailed website.

TAMU-Kingsville has been assertively expanding their number of articulation agreements, adding 14 new ones in 2015, totaling 16 agreements with five colleges. These are the result of three departments participating in four vertical team meetings.

The four-year completion rate for native juniors is the same as last year, 78 percent. It is up slightly for transfer students, from 73 to 74 percent. This brings the completion rate for native and transfer students to near parity, a difference of only four percent. The time to degree is down from 6.0 to 5.7 years for native students, but it is up from 7.3 to 7.6 years for transfer students.

Texas A&M University-San Antonio

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	No

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Financial literacy	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
Unofficial transcript/degree evaluation through the admissions counselors for prospective transfer students.	
8. <i>Assimilation of transfer students during first semester?</i>	
New student orientation is the primary assimilation activity.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Existing support mechanisms are not exclusive to new transfer students. The university maintains systems to allow faculty and staff to report that students are encountering difficulties so that student support professionals can intervene with counseling, tutoring, and other services.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	http://www.tamusa.edu/welcomecenter/index.html
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	25%
16. <i>Percentage of transfer students receiving financial aid?</i>	70%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$8,620
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	5%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	0
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	0
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	0

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	5

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0	
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	College representatives are invited to participate in such initiatives.	
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	2	
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	13	

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>	
1. Lack of timely and/or accurate transcript evaluation 2. Lack of resources at your institution to facilitate transfer of students from community colleges 3. Inaccurate and/or inadequate advising at the community college 4. Lack of available academic programs to meet transfer students' needs 5. Lack of financial support for transfer students	

6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
7. Students transferring with excessive hours
8. Programs at capacity at your institution
9. Lack of course and program alignment with community colleges
10. Program admission requirements that are different from your institution's admission requirements

B. Additional Barriers

34. *List additional significant barriers that apply to your institution.*

NA

C. Resolved Barriers

35. *In 2014-2015 did your institution resolve any systemic barriers to transfer?* Yes

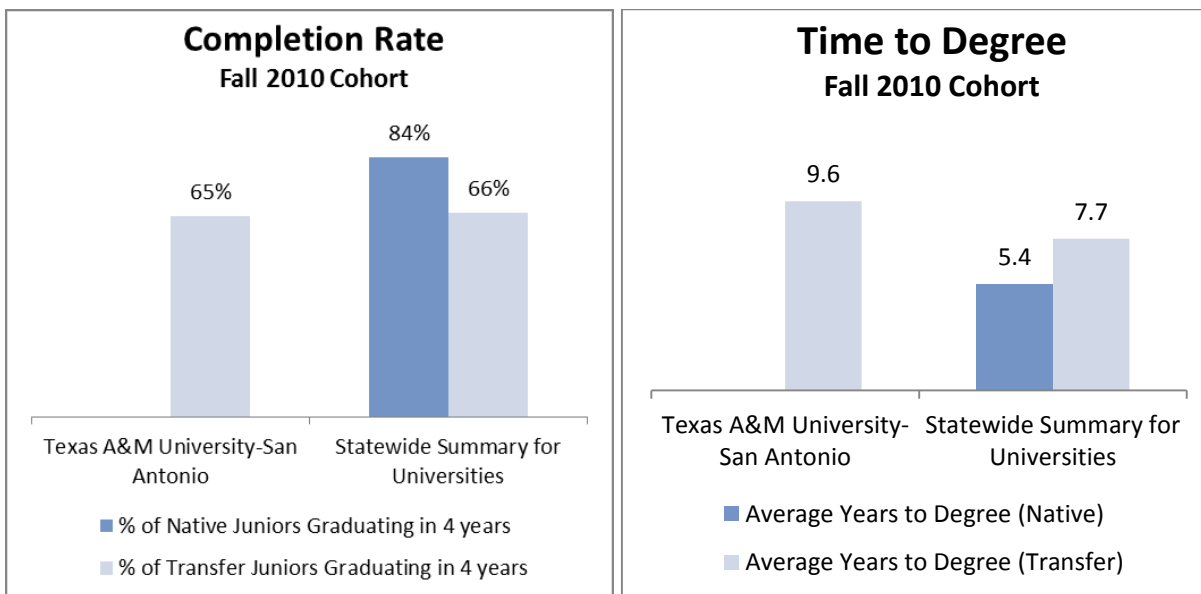
36. *Describe the systemic barriers to transfer and explain the resolution.*

We trained admissions counselors in completing unofficial transfer evaluations to help offer students options for institution and program.

D. Emerging Issues

37. *Any emerging issues that you see likely to cause barriers to transfer in the future?*

We are still developing 2+2 guides for high school students who plan to attend community college first.



Texas A&M University-San Antonio (TAMU-San Antonio) is an upper-division institution, so all of its students are transfer students. It is surprising, therefore, that TAMU-San Antonio has been actively decreasing its number of academic articulation agreements. The institution reported seven agreements in 2010, reduced to two in 2013, and in 2015 reports no articulation agreements. There were two vertical team meetings among 13 degree programs this year, so perhaps new articulation agreements will be forthcoming, and the trend will be reversed.

The top barrier to transfer cited by TAMU-San Antonio was a lack of timely and/or accurate transcript evaluation. TAMU-San Antonio has responded with a creative new initiative this year training admissions counselors to conduct unofficial transcript evaluations. The second barrier to transfer was a lack of resources to facilitate the transfer of students from community colleges, which is an unexpected issue from an institution where all students are transfer students.

The four-year graduation rate for transfer students has fallen three points from 68 percent to 65 percent, one point short of the state average. The average time to degree is almost unchanged from 2014 to 2015, from 9.7 to 9.6 years, which is two full years above the state average.

Texas A&M University-Texarkana

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Assignment of student mentors, Assignment of faculty/staff mentors, Financial aid advising, Meetings specific to academic program majors, Campus tour Meal, Parent/family participation and sessions, Mental Health Counseling and Campus Security	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	57%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Financial Aid and Degree Program Sessions (Promote 2+2 Programs)	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
<p>We enhanced our Reverse Transfer Program to improve our processes to receive and send requested data. We implemented a Financial Aid Consortium Agreement with Texarkana College, Northeast Texas Community College and Paris Junior College. We enhanced our MOU Partnership Agreements with Texarkana College, Northeast Texas Community College and Paris Junior College.</p> <p>Sample on Financial Aid Consortium: This institutional financial aid consortium agreement (FACA) summarizes the terms of financial aid between Texas A&M University-Texarkana (A&M-Texarkana) and Community College. We are entering into this financial aid consortium agreement in order to serve students and to benefit our institutions. The following understandings will guide this effort, until modified or amended. Financial aid will be available for qualified DAA students. Under this consortium agreement, both new and continuing students admitted to A&M-Texarkana and PJC DAA program (Title IV eligible postsecondary institutions) may receive federal, state, and institutional aid from his/her "home" institution based on the combined credit hours in which the student is enrolled in each term at either or both institutions. The policies and procedures of the "home" institution always take precedence over the "host" institution. Students will be required to understand their "home" institution's policies and procedures.</p> <p>MOU Partnership Agreement with TC, NTCC and PJC: This memorandum of understanding (MOU) summarizes agreements between Texas A&M University-Texarkana (TAMUT) and selected Community College to cooperatively promote successful undergraduate educational experiences for students who attend both institutions. We are entering into this Degree Partnership Program (DPP) to better serve students and to mutually benefit our institutions.</p>	

The goals of this partnership are to:

- Enable students to be jointly admitted and enroll concurrently at both institutions.
- Improve student access, success, and 4-year degree completion.
- Expand student options for college-level services and curriculum.
- Improve academic program articulation.
- Use resources at both institutions more efficiently and effectively.
- Encourage students to complete an entire Associate of Arts, Associate of Applied Science, Associate of Science, or Certificate Curriculum at Community College before transferring to Texas A&M University-Texarkana

8. Assimilation of transfer students during first semester?

We use Degree Works, Orientation, Student Life Programs, Academic Advising to help transfer students assimilate.

9. Support of new transfer students to encourage persistence during first year?

The following academic support services are available: tutorials, supplemental instruction, writing studios, student success workshops, appreciative academic advising with professional and faculty advisors, early alert program.

D. Website

10. <i>Does website have information for transfer students?</i>		Yes
URL:	http://www.tamut.edu/Admissions/Apply/Undergraduate-Admissions/Transfer-Admissions/index.html	
11. <i>Items included on institutional website for transfer students.</i>		
<ul style="list-style-type: none">• Minimum grade point average (GPA) required for transfer admissions.• Minimum semester credit hours a student is required to have to be considered for transfer admissions.• Number of semester credit hours students are required to take in residence at your institution for graduation.• Degree program guides that include Texas Common Courses Numbers (TCCNS).• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.• Scholarship and financial aid information specific to community college transfer students.• Degree Program Worksheets (Guides for Students)		
12. <i>Minimum GPA for transfer admissions.</i>		2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>		30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>		30 SCH

E. Financial Aid

15. Percentage of total undergraduate financial aid to transfer students 2014-2015?	69%
16. Percentage of transfer students receiving financial aid?	46%
17. Average amount of financial aid awarded per transfer student?	\$8,883
18. Institutional scholarships designated for transfer students?	Yes
19. Percentage of transfer students receiving institutional scholarships 2014-2015?	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	1
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	5
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	3
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	1
26. <i>Articulation agreements with how many community colleges?</i>	3

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	Yes
28. <i>Number of colleges with which there is at least one DAA?</i>	3

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 14 Field of Study Curriculum: 7 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	If invited, we participate. Plus, I think you see support from all levels of administration to engage in articulation agreements with our partners to encourage/improve transfer from the CC to the university.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	2
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	4

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of available academic programs to meet transfer students' needs
2. Students transferring with excessive hours

B. Additional Barriers

34. <i>List additional significant barriers that apply to your institution.</i>
NA

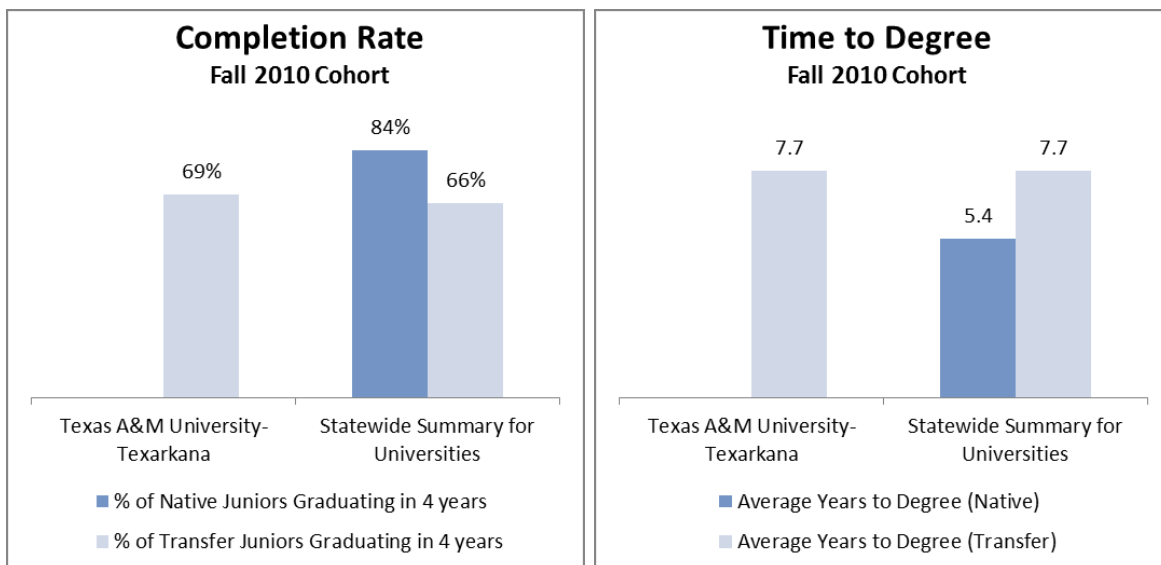
C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
The Financial Aid Consortium Agreement. Students wanted to move forward with matriculating to TAMUT; however, they needed to complete a few courses at the Community College. This agreement provides an opportunity for students eligible for Financial Aid to move forward because of this initiative.	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?

We are working on a process to electronically receive transcripts from the Community College and import data into our system.



Texas A&M University-Texarkana (TAMU-Texarkana) was originally an upper-division institution and only began to enroll freshman and sophomore students in 2010. Therefore, there is currently no data to report for its native student cohorts. TAMU-Texarkana has been a top destination for transfer students from Texarkana College and Northeast Texas Community College. In 2014-15, 69 percent of available financial aid was awarded to transfer students, 46 percent among whom received an average of \$8,883 in aid.

TAMU-Texarkana boasts a proactive stance in forging partnerships with selected community colleges, including Texarkana College and Northeast Texas Community College. Previously identifying dual admissions agreements (DAAs) as one barrier to transfer, TAMU-Texarkana reported this year that it has established DAAs with three Texas community colleges. The institution further implemented a Financial Aid Consortium Agreement with partner community colleges to allow qualified DAA students to receive financial aid from the “home” institution “based on the combined credit hours in which the student is enrolled in each term at either or both institutions.” Per this agreement, students eligible for aid and for transfer into TAMU-Texarkana are allowed to matriculate, while also enrolled at the community college. In addition, while maintaining five articulation agreements with community colleges, TAMU-Texarkana has also enhanced the Reverse Transfer Program to improve data transmission and is currently developing a process for receiving transcripts electronically from community colleges and for importing data into its system.

As top barriers to transfer, TAMU-Texarkana named a lack of available academic programs to meet students' needs and excessive hours accrued by students prior to transfer. The institution's outreach efforts include recruitment, advising, and sessions to promote its “2+2 Programs.” Information included on the website for transfer students provides guides in the form of Degree Program Worksheets. At the required transfer orientation program, TAMU-Texarkana assigns student mentors and faculty/staff mentors to accepted transfer students.

TAMU-Textarkana has experienced a decrease in transfer applicants and enrollees over the past six years. In fall 2014, the institution received 73 applications (compared to more than 150 in the fall of 2010 and 2011) and enrolled 26 students (compared to approximately 120 students in the fall of 2010 and 2011). The institution, however, has improved the time to degree and the four-year completion rate for transfer students. For the currently reported fall 2010 cohort, the average years taken for degree attainment fell from 8.9 from last year's report to 7.7 this year. The percentage of transfer juniors completing their degrees in four years rose from 57 percent last year to 69 percent this year, which is higher than the average of 61 percent among TAMU-Textarkana's peer Master's Institutions.

Texas Southern University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
Fall 2014 the University launched DEGREEWORKS-(campus-wide) a degree audit, transfer articulation, and student planning web based application empowering students and academic advisors with information to develop an academic plan, which promotes on-time completion and graduation.	
8. <i>Assimilation of transfer students during first semester?</i>	
New transfer students participate in departmental activities facilitated in academic areas of their chosen field of study.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
University Transfer Center evaluates the transfer student's transcript and update the student information system with transferable course work. Academic advisors reference the electronic transcript of transferable courses during advising and registration using the DEGREEWORKS application. This insures that students have a comprehensive outline of completed courses and the courses that remain of degree completion.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://em.tsu.edu/admissions/transferadmission.php and http://em.tsu.edu/registrar/forms/transfer_student_brochure.pdf
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. 	

<ul style="list-style-type: none"> • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	15 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	13%
16. <i>Percentage of transfer students receiving financial aid?</i>	70%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$11,177
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	3%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	13
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	5
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	1
26. <i>Articulation agreements with how many community colleges?</i>	5

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i> Due to the ending of a grant the Teaching and Learning Center (TELC) designed to facilitate faculty engagement ended in the prior year. New Chief Academic Office is in the process of working with all academic areas in developing new initiatives processes aimed to provide a seamless transition from the 2-year and/or 4-year institutions.	

31. Number of "vertical teaming" meetings with two-year college faculty 2014-2015?	NA
32. Number of degree programs affected by "vertical teaming" meetings?	2

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
1. Students transferring with excessive hours 2. Lack of course and program alignment with community colleges 3. Inadequate course scheduling/course rotations to meet the needs of new transfer students 4. Programs at capacity at your institution 5. Lack of timely and/or accurate transcript evaluation

B. Additional Barriers

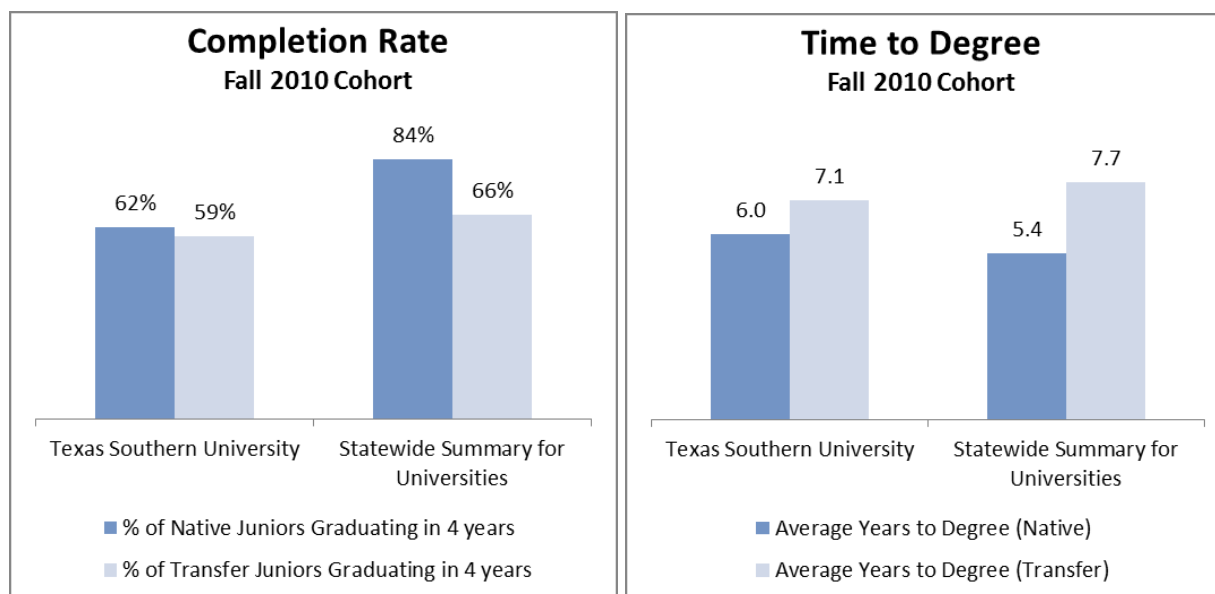
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. In 2014-2015 did your institution resolve any systemic barriers to transfer?	Yes
36. Describe the systemic barriers to transfer and explain the resolution.	
Transfer students experienced challenges with clearly understanding which transfer course counted toward there degree completion. Transfer Students and Academic Advisors reference the electronic transcript of transferable courses during advising and registration using the DEGREEWORKS application. This insures that students have a comprehensive outline of completed courses and the courses that remain of degree completion.	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
No



Texas Southern University (Texas Southern) enrolls most of its transfer students from Houston Community College. In the 2014-15 school year, 70 percent of the transfer students at Texas Southern received an average of \$11,176.67 in financial aid, and 3 percent were awarded scholarships designated specifically for community college transfer students. Currently, Texas Southern maintains 13 articulation agreements with five Texas community colleges.

Texas Southern identified the top barriers to transfer as excessive hours accumulated by students prior to transfer, a lack of alignment with community colleges, program capacity and course scheduling to meet students' needs, and issues with transcript evaluation. In an effort to enhance students' understanding of transferable courses, in fall 2014 Texas Southern initiated a web-based application, DEGREEWORKS, to equip students and advisors with information for developing an academic plan. Academic advisors are able to use DEGREEWORKS during advising and registration to evaluate transferable courses and provide students with an outline of courses they have completed and courses they need to take.

In fall 2014, Texas Southern received approximately 600 transfer applications and enrolled almost 240 transfer students. Compared to last year's report, the average time taken for degree attainment among transfer students fell from 8.8 to 7.7 years. Texas Southern has further demonstrated an increase in the four-year completion rate among transfer students, from 35 percent in last year's report for the fall 2009 cohort to 59 percent for the fall 2010 cohort reported this year. With this substantial improvement, however, the percentage for four-year completion remains lower than the average of 67 percent among Texas Southern's peer Doctoral Institutions.

Texas State University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
Admissions expanded on-site transcript evaluation programs. The Division of Student Affairs launched the Transfer Student Success Team (TSST). TSST provided a Welcome Reception to all new transfers from Fall and Spring semesters in February. TSST provided an End of the Year Celebration for all new transfers from Fall and Spring semesters in April. TSST conducted a retreat in June for program planning for 2015-2016. Early fall programs include: Involvement in the Bobcats CARE program, Inclusion of transfer students in New Student Convocation, Transfer Student Reception (Peer to Peer Networking) the first week of classes, Transfer student tailgate partnered with the Freshmen tailgate	
8. <i>Assimilation of transfer students during first semester?</i>	
Because of the size of transfer students in both the fall and spring semesters, the types of programs offered to assimilate students in the fall and persist throughout the first year are often repeated. See the answer to "encouraging persistence during their first year of attendance."	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Primarily support for transfer students is centered around the academic experiences and their colleges. Career Services provides a liaison for each college to help students link their educational plan with career plans. Students are encouraged to attend job fairs, explore internships, and consider Study Abroad. Academic student organizations recruit members through the Involvement Fair offered twice a year along with other receptions provided by colleges (not all participate). Welcome Bobcats Programs provides online outreach at week 2-3 to ask if transfer students need assistance with academic support services, engagement with campus and acculturation concerns. The program also provides Welcome Tents the first two days of the long semester and 3-5 outreach days in the Quad. Bobcat Bond is a mentoring program for transfers to connect with a peer, faculty or staff to assist with their transition. The Off Campus Student Services Programs assists with the Achieving Community Together	

Program with area apartment properties, hosts an Off Campus Housing Fair (February), and promotes education about community resources. Equality University is a diversity and inclusion conference hosted in the Fall semester. The Leadership Institute is offered in the Spring semester. Transfer students are invited to join events through direct email from groups like the Transfer Student Success Team or the Career Advisor for the college. Social media as well as bus advertisements assist in the promotion of services to transfer students.

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL: www.admissions.txstate.edu/future/transfer	
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum SCH a student is required to have to be considered for transfer admissions. • Number of SCH students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.25
13. <i>Minimum semester credit hours for transfer admissions.</i>	30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	25% of upper division courses

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	11%
16. <i>Percentage of transfer students receiving financial aid?</i>	70%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$11,971
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	8
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	0
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	8

B. Dual Admission Agreements (DAA)

27. Any new dual admission agreements with Texas community colleges 2014-2015?	Yes
28. Number of colleges with which there is at least one DAA?	1

C. Faculty Participation

29. Number of faculty getting training on statewide transfer initiatives?	Texas Core Curriculum: 16 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. How do you encourage faculty participation in statewide transfer initiatives?	
Participation in programs such as this are valued and within the annual performance and tenure-and-promotion processes as service.	
31. Number of "vertical teaming" meetings with two-year college faculty 2014-2015?	0
32. Number of degree programs affected by "vertical teaming" meetings?	0

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
1. Inaccurate and/or inadequate advising at the community college 2. Students transferring with excessive hours 3. Lack of financial support for transfer students

B. Additional Barriers

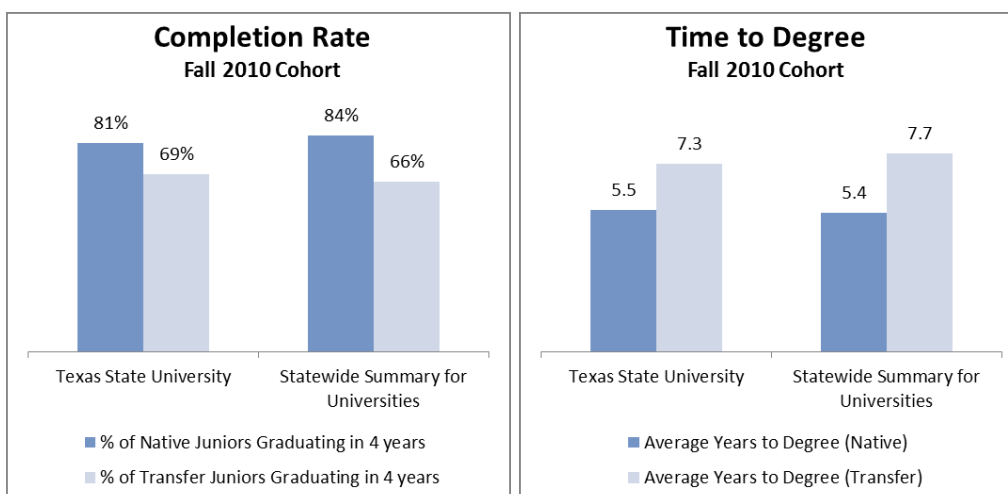
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. In 2014-2015 did your institution resolve any systemic barriers to transfer?	No
36. Describe the systemic barriers to transfer and explain the resolution.	
NA	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
No



Texas State University (Texas State) is a top transfer destination for students from Austin Community College. A fair number of students also transfer from Alamo Colleges and Blinn College. Naming a lack of financial support for transfer students as a barrier to transfer, in 2014-15, Texas State reported that 70 percent of its transfer students received an average of \$11,971 in financial aid, which was an increase of almost \$2,000 compared to the previous year.

Additional barriers to transfer Texas State identified included advising at community colleges and excessive hours students accrued prior to transfer. Currently, Texas State maintains eight articulation agreements with community colleges. The institution now has one dual admission agreement that was enacted in 2014-15. In addition, one of the new student success programs initiated in 2014-15 provides expanded transcript evaluation on the community college campus. In an effort to encourage persistence and facilitate transition, Bobcat Bond offers a venue for transfer students to connect with peers, faculty, or staff and receive mentoring.

Over a six-year period, Texas State has experienced a slight increase in the number of transfer applications and received approximately 2,800 submissions from potential community college transfer students in fall 2014. The actual enrollment number for transfer students has remained at approximately 1,700 per year. The four-year completion rate among transfer students fell by one percentage point to 69 percent for the currently reported fall 2010 cohort. At its highest point, the rate was at 73 percent among the fall 2008 cohort. The average time taken for degree attainment among transfer students at Texas State declined slightly from 7.6 years in last year's report to 7.3 years this year.

Texas Tech University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
<p>Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions</p> <p>Academic Testing, Resource departments fair, Apartments fair-local apartment complexes available to explain various housing options for students not required to live on campus; Lubbock community tour, Navigating campus by bus, Game Day 101-student led presentation explaining how to have a safe and fun experience and university sporting events; Registering 101-student led overview of how to navigate the university's student portal; Raider to Raider sessions -student led engagement activity to review important items of the day, explain/clarify as needed, provide answers and referrals; Rockin at the Rec-tour and social time at the student recreation center; Ice Cream Social-ice breaker and additional social activity to allow students to meet/network/expand TTU social circle.</p>	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
<p>Transfer Fairs - events held on community college campuses to bring TTU academic advisors, resources, financial aid, and admissions staff to pre-transfer students in a small, vendor-fair format.</p>	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
<ul style="list-style-type: none"> • Academic Advising / Focus on Your Future –Advising post orientation has long been optional for business students at the university. A growing need to engage students in the advising process led the college to implement mandatory new student advising appointments post-new student orientation. • Degree Programs: TechTeach 2+ 1 – a one-year, online, plus field and student teaching experience teacher education program for students transferring from a community college with an AAT degree. Serves traditional and non-traditional student by bringing degree programs to students who are place-bound or otherwise experience difficulty moving to Lubbock campus to complete a degree. • Recruiting / Transfer Fairs: brings university college advisors, academic resources, financial aid, and admissions staff to students at the community college campus in a small, non-intimidating, fun, fair-type format.. 	

8. Assimilation of transfer students during first semester?

- Academic Advising
 - Convocation - Event to celebrate and welcome new students to the university as well as present the new class of students to the university's president, administrators, and faculty. All new students both freshman and transfer are invited and encouraged to attend. The speaker(s) offers inspiring words to set students on the course to their academic discovery.
 - Raider Ready - One-hour transfer-student seminar designed to educate transfer students about the TTU campus and assist them to successfully manage the transition to the university. Activities, lectures, and assignments engage students inside and outside the classroom, develop relationships with students, faculty, and staff; sharpen problem solving and ethical reasoning skills, learn the many resources available to support success at the university.
 - Raider Welcome Week - Series of fun and social events designed to welcome new and returning student to the campus occurring after residence hall move in and throughout the first week of classes.
 - SOAR – Support Operations for Academic Retention - Provides services to supplement the classroom and lab instruction, empowering students to achieve academic success and develop/improve lifelong learning habits.
 - Time Ticketed Advance Registration - Students are required to communicate with their academic advisor(s) prior to receiving approval to register for future semesters.
 - Transfer Connection - Learning to get involved as a new student and adjust to the campus and the community takes time, the Transfer Connection Programs assist students in learning opportunities available, connecting in positive ways, finding comfortable and also new adventures to provide healthy challenges.
- Programs include: Transfer Ambassadors, Transfer Techsans, Transfer Leadership Connection, Transfer Student Welcome Day
- Transfer Talks - Online resource designed to provide opportunities for transfer students to ask questions, get information about campus resources, organizations, and the Lubbock community. The talks are held throughout the first six weeks of the semester.

9. Support of new transfer students to encourage persistence during first year?

- CALUE – Center for Active Learning and Undergraduate Engagement
The center educates, supports and increases undergraduate student participation in Service Learning, Undergraduate Research, Professional Internships, and Study Abroad. •
- MentorTech
Mentoring program to enhance the quality of the educational experience of students from underrepresented populations through programs, services, advocacy, and campus and community involvement. Pairs new students with faculty and staff mentors and a peer networking group.
- TechTeach 2+1
Students are assigned a site coordinator in the field who provides on-site support. Students also receive video capable equipment to video themselves actively teaching in their field and student teaching environments. Video is reviewed weekly with the site coordinator to provide immediate feedback for applying techniques being learned in the teacher education online courses. In conjunction with a full-year of student teaching experience prior to graduation, students are better prepared to engage a classroom on their own post-graduation.

D. Website

10. Does website have information for transfer students?		Yes
URL:	Pre-transfer Academic Advising: www.cctr.ttu.edu Transfer Credit: http://www.depts.ttu.edu/registrar/private/transfer/ http://www.depts.ttu.edu/admissions/admissions-finaid/transfer/index.php http://www.depts.ttu.edu/studentengagement/transferconnection/ Transfer Relations: www.cctr.ttu.edu Transfer Scholarships: http://www.depts.ttu.edu/scholarships/howToApply.php ; http://www.depts.ttu.edu/scholarships/transferStudentsScholarships.php	
11. Items included on institutional website for transfer students.		
<ul style="list-style-type: none">• Minimum grade point average (GPA) required for transfer admissions.• Minimum SCH a student must have to be considered for transfer admissions.• Number of SCH students are required to take in residence at your institution for graduation.• Degree program guides that include Texas Common Courses Numbers (TCCNS).• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.• Scholarship and financial aid information specific to community college transfer students.• Memoranda of Understanding and Articulation Agreements		
12. Minimum GPA for transfer admissions.		2.5/2.25
13. Minimum semester credit hours for transfer admissions.		12/24 SCH
14. Semester credit hours in residency required for graduation.		25% of degree & last 30 SCH

E. Financial Aid

15. Percentage of total undergraduate financial aid to transfer students 2014-2015?	18%
16. Percentage of transfer students receiving financial aid?	99%
17. Average amount of financial aid awarded per transfer student?	\$12,297
18. Institutional scholarships designated for transfer students?	Yes
19. Percentage of transfer students receiving institutional scholarships 2014-2015?	31%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. New articulation agreements with Texas community colleges 2014-2015?	Yes
21. How many new articulation agreements during 2014-2015?	6
22. Any existing articulation agreements updated 2014-2015?	Yes
23. Total number of articulation agreements currently in effect?	57
24. How many academic (AA, AS, AAT) articulation agreements in effect?	24
25. How many workforce (AAS) articulation agreements in effect?	3
26. Articulation agreements with how many community colleges?	43

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	NA

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 154 Field of Study Curriculum: 12 Texas Tuning Project: 11 Voluntary Transfer Compacts: 14 ACGM Learning Outcomes Project: 16
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	<ul style="list-style-type: none"> • Appointment of faculty from appropriate disciplines to serve on: state committees, university committees and subcommittees, task forces. • Office of Community College & Transfer Relations to facilitates development of articulation agreements and incorporates meetings between university and community college faculty to discuss curriculum alignment supporting coursework transfer and degree applicability.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	46
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	22

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Inaccurate and/or inadequate advising at the community college 2. Students transferring with excessive hours 3. Program admission requirements are different from institution's admission requirements 4. Lack of course and program alignment with community colleges 5. Lack of timely and/or accurate transcript evaluation 6. Lack of resources to facilitate transfer of students from community colleges

B. Additional Barriers

34. <i>List additional significant barriers that apply to your institution.</i>
International Students-Difficulty students have in obtaining original documents due to differences in governmental/educational system/institutional policies, time lag between applying, collecting transcripts, obtaining English translations: transcripts and course syllabi (or rough equivalent), alignment of courses for equivalency. Lack of courses in the major completed/offered at two-year institutions to support needed course sequencing in the discipline fields (generally due to small program numbers and/or lack of qualified instructors). Lack of state-wide scoring and awarding of college credit for credit-by-exam. Online Programs/Courses-Increasing demand for courses and degrees available online. Some colleges do not offer any degree programs online. Interpretation Discrepancies related to FERPA-Unresponsive community colleges not providing names of prospective transfer students and their contact information (or who require a cost to 4 year institutions to get these potential transfer student lists)

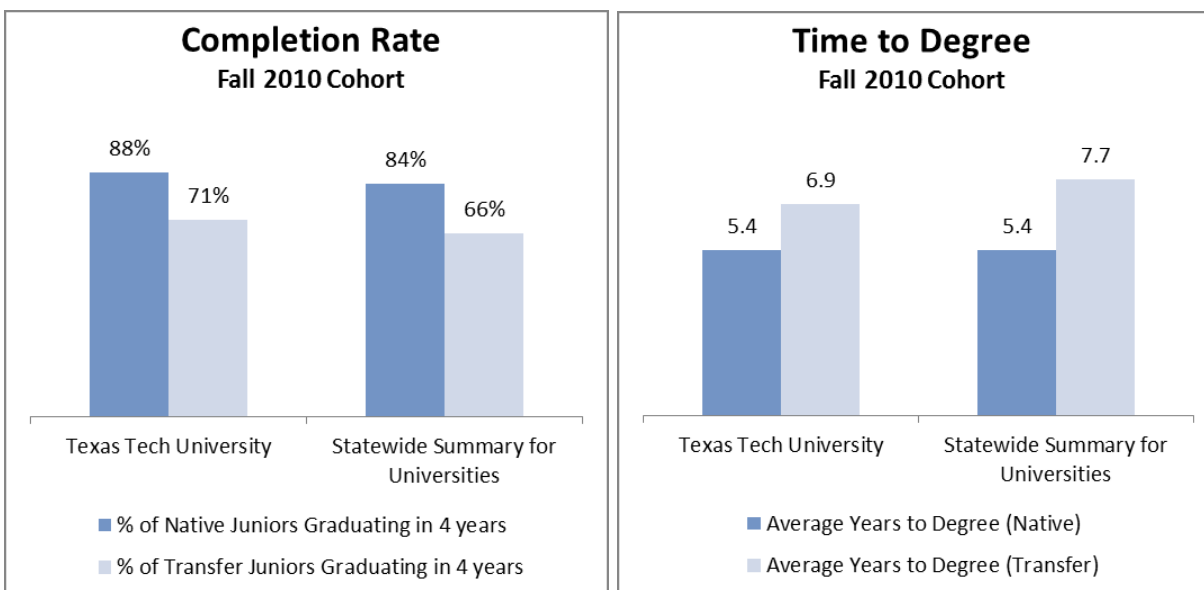
Need: For admission category to adequately address Early College High School student population, to push for earlier application dates/actualization of transfer students in order to ensure timely transfer, and for timely delivery of transcript from community colleges to 4-year institutions, especially during the summer to fall period of admission review.

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
In the interests of saving money more students are taking greater numbers of credit hours in community college setting or are returning after an academic hiatus resulting in increased numbers of credit hours transferring to the university. To assist students to apply more hours toward their degree, decrease costs of education, and decrease time to degree; the university raised the allowable maximum number of semester credit hours transferred from a community college applicable to a degree to 72-80.	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
<ul style="list-style-type: none"> • Fall timeline for transfer will continue to be problematic (less so in Spring – but still difficult) in order to receive a completed final transcript for evaluation and admission criteria before the beginning of the fall semester. • Increasing implementation of portfolios for accepting and/or applying transfer degree credit (Honors College admission, Architecture, Interior Design, etc.) • Lack of on-campus housing for transfer students (international, El Paso, the Valley and South Texas area students) • Recruitment of Out-of-State students and lack of national, transferrable core curriculum requirements • Scholarships for new transfer students transferring from another four-year institution. Students lose scholarships when deciding to transfer to a better fit four-year institution.



Texas Tech University (TTU) has made efforts to address barriers to transfer and improve transfer student graduation rates over the last year. In 2013, TTU identified course sequencing prior to transfer as its top barrier to successful transfer. In response, this year 22 programs were aligned in 46 vertical team meetings. This was the highest of any Texas public university in 2014; the average number of vertical team meetings was 7.5. In addition, six new articulation agreements were added, totaling 57 agreements with 43 different two-year institutions.

TTU also has made efforts to improve student life and academic success for its transfer students. There is now an apartment fair where local representatives are available to inform transfer students about their housing options, Lubbock community tours are provided, and information is available about navigating the campus by bus. Transfer fairs are held on community college campuses to provide recruitment, advising, and financial aid information. This year, 207 TTU faculty members received training about transfer initiatives. Help and orientation for transfer students goes beyond the first weeks of the semester and lasts throughout the academic year: TTU offers a one-hour seminar to help transfer students successfully manage the transition to the university, the Transfer Connection Program assists students with available opportunities, and Transfer Talks provides students with information and a venue for asking questions.

In 2013, 71 percent of transfer students received financial aid at an average of \$11,357. This year the percentage and the amount is up: 99 percent of transfer students received financial aid at an average amount of \$12,297. This is the highest percentage of any Texas public university, and it is the second-highest average amount of support.

Barriers to transfer included inadequate advising and transfer students with excessive hours. TTU also mentioned the often overlooked issue of problems with international transfer students who sometimes have difficulties obtaining documents and transcripts, getting English translations, aligning courses for equivalency, and other problems.

TTU's graduation rates for the 2010 cohort were close to last year, 88 percent for natives, 71 percent for transfers. The time-to-degree figures are essentially unchanged as well, 5.4 years for natives compared to 5.3 last year, and the figure for transfer students is slightly above the 2009 cohort at 6.9 years.

Texas Woman's University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	38%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Community College Counselor's Workshop (Dallas and Houston areas); TEAM Visits (Transfer Enrollment Meetings)	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
Touchstone Honors Program	
8. <i>Assimilation of transfer students during first semester?</i>	
New Student Orientation for transfers, Academic Advising, Academic Coaching, and UNIV 1231 Learning Frameworks for non-traditional students.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Programming offered through the Pioneer Center for Student Excellence, Commuter and Non-Traditional Student Services, Teaching and Learning with Technology, the tutoring centers, Career Services, the counseling center, and child care services.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	http://www.twu.edu/admissions/transfer.asp
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	

12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	12 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	25% of SCH for degree

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	17%
16. <i>Percentage of transfer students receiving financial aid?</i>	77%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$9,943
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	9%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	1
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	143
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	142
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	1
26. <i>Articulation agreements with how many community colleges?</i>	15

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	Yes
28. <i>Number of colleges with which there is at least one DAA?</i>	2

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 60 Field of Study Curriculum: 10 Texas Tuning Project: 0 Voluntary Transfer Compacts: 40 ACGM Learning Outcomes Project: 1
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Discussion at Academic Leadership Meetings, Community College Counselor Workshops, Undergraduate Council, Alternative Credit Project with ACE
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	4
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	4

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
1. Program admission requirements that are different from your institution's admission requirements
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Programs at capacity at your institution
4. Lack of timely and/or accurate transcript evaluation
5. Students transferring with excessive hours

B. Additional Barriers

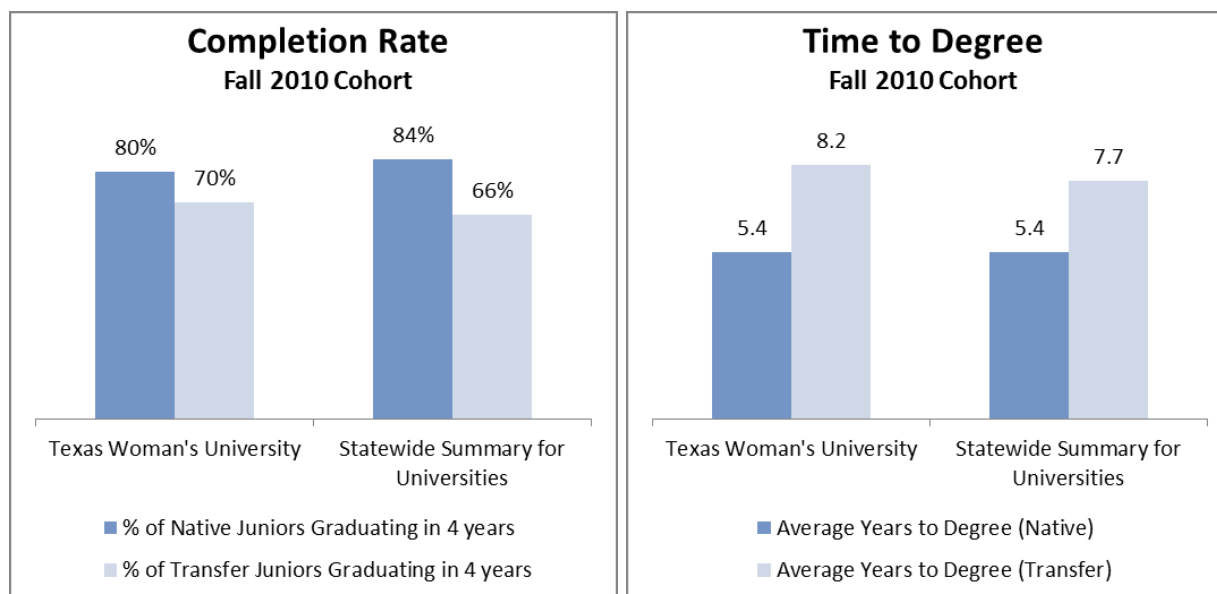
<i>34. List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
Limited ability to distribute course equivalency information - Institution moved from paper to online catalogs. Institution voted to purchase a new module for the SIS that will enhance evaluation of transfer coursework. Lack of transfer student data makes it difficult to identify need - Institution hired new staff within the Department of Institutional Research & Data Management to increase data tracking of new transfer students.	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
Limited financial aid/scholarship resources for transfer students. Limited course offerings and student services accessibility to meet the needs of non-traditional transfer students. Limited pre-advising services for prospective transfer students.



Texas Woman's University (Texas Woman's) reported one new articulation agreement, for 143 agreements with 15 colleges. Texas Woman's also added a new dual admission agreement for two colleges, and four different programs held four vertical team meetings.

There are designated scholarships for transfer students, and 17 percent of total financial aid went to 77 percent of transfer students at an average of \$9,943. In last year's report, 41 percent of transfer students received financial aid at an average of \$10,070, so a larger pool of students is accessing the available funds. Financial aid limitations are cited as the top emerging barrier to successful transfer.

Texas Woman's addressed several of last year's barriers to transfer by better distributing information about course equivalency, enhancing the evaluation of transcripts, and increasing the data tracking of new transfer students.

Texas Woman's offers a range of services for its transfer students. Transfer Connection, Transfer Student Scholarship, and the Touchstone Honors Program are offered as student success programs specifically designed for transfer students, in addition to an orientation and advising.

Four-year completion rates for native juniors are up slightly from 79 to 80 percent, and they are down slightly for transfer students from 72 to 70 percent. The average time to degree is up slightly for native juniors from 5.3 to 5.4 years, and down slightly for transfer students from 8.4 to 8.2 years.

The University of Texas at Arlington

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with faculty advisors, Registration, Assignment of student mentors, Financial aid advising, Meetings specific to academic program majors, Meal, Parent/family participation and sessions, Campus safety, student conduct and academic integrity, health services, academic support services, campus recreation, career development, community service, student engagement, study abroad, on-campus housing/dining.	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	86%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
<p>The BSW Program Director attended a breakfast at the Tarrant County College Southeast Campus. At this breakfast, Tarrant County College representatives updated participants on information about the transfer process and their programs. The BSW Program Director gave a brief presentation about UT Arlington's BSW program and answered questions from the Tarrant County College academic advisors. The Department of Kinesiology attending the TCC reception for the 'initiation' of their AA in Kinesiology. We had both advisors and faculty representation at the event in an effort to promote our department, college and university. The College of Science (COS) provides presentations to advising staff of the TCCCD and DCCCD campuses, normally once each year to facilitate a seamless academic transition between our campuses. These sessions are organized by Recruitment and hosted by the liaisons they have on each CC campus. Fall 2014 we had several interactions with students in the STEM program at DCCCD's El Centro campus. Their key administrators met with us at UTA to develop the partnership activities for the students. El Centro provided transportation for these students to tour the UTA COS facilities, meet with the UTA COS Academic Advisors and attend a COS transfer outreach panel. UTA COS also participated in the recruitment fairs held at El Centro. The Art and Art History department visits all campuses at Tarrant County College and most of those in Dallas County annually, meets with the Art instructors and invites all CC students to a Saturday workshop called Find Your Space at UTA Art. College of Education meets with community college administrators, faculty & advisors twice a year (one meeting in the Fall semester and one in the Spring semester). The Associate Dean visits the TCC SE Campus once a year and meets with students interested in transferring to the UTA College of Business. The event is attended by the Campus President, Bill Coppola and Business Advisory Board. This is an informational meeting about expectations and highlight changes we have implemented. We typically attend college fairs at the local community college districts and make some campus visits.</p>	

7. New transfer student success programs initiated 2014-2015.

Coordinated Transfer Appreciation Week in fall 2014. Re-constituted the Transfer Student Services Committee. Developing a "Transfer Student Portal" website that will guide new students to admissions requirements, orientation and transition programs and transfer services to support them throughout their first year. Website set to launch in Fall 2015. The College of Science planned two events for the inaugural campus-wide Transfer Connections Week in October, 2014. We hosted an interactive panel discussion featuring eight successful transfer students who spoke about their experiences and fielded questions from new and prospective transfer students. Due to the success of this event, we held a similar session in April, 2015 and plan to continue offering it every semester. We also planned a Transfer Welcome Picnic and provided vouchers for free food to transfer students. This event was cancelled due to severe weather and could not be rescheduled due to lack of space availability.

There is a Transfer Student Committee within David Duvall's group in Student Affairs. Dantrayl Smith is the chair. Eric Bolsterli is the representative from Liberal Arts. This committee began meeting in the summer of 2014. We planned a series of events for transfer students during the week of 9/29-10/3. We will be doing so again this year. Mr. Smith is also leading the creation of webpages specifically for transfer students.

MAV TASC- The Maverick Transition and Success Center (MAV TASC) supports transfer and transitioning students as they identify, pursue and achieve their educational goals. We encourage these students to establish meaningful connections within the community through intentional and innovative interactions. Furthermore, the Maverick Transition and Success Center guides these students as they take responsibility for their professional and personal goals. Format- The MAV TASC is an online community using Blackboard as a platform. All transfer students are added to the community as they register for orientation. Peer Academic Leaders (PALS), in conjunction with a senior advisor from the University Advising Center, work with the students in Blackboard. The PALS push critical information about campus resources and opportunities to the students through their Blackboard groups and invite transfer students to form specific student groups online – targeting particular populations and interests – some suggested by the PALS and others that arise spontaneously from the students. This "ground up" approach enables students to engage and take ownership of support services and their own networks.

8. Assimilation of transfer students during first semester?

Transfer students must be advised by a BSW academic advisor prior to enrolling in their first semester and every semester while in the program. They also must attend a new transfer student orientation which includes attending a presentation made by the BSW Program in the School of Social Work building. At the orientation, transfer students learn about the School of Social Work's resources and they are encouraged to join student organizations, such as the Social Work Constituency Council.

Student Affairs sponsors Transfer Appreciation Week each fall. Other units across campus supplement TAW with their own integration efforts.

Our first contact with transfer students is normally during the college session of their orientation. The program is tailored to address the concerns and situations common to transfer students, and is designed to familiarize them with student support resources in the College of Science. Students are required to meet with an academic advisor prior to enrollment and are offered individual appointments for a learning styles assessment at no charge. Staff is also available to assist them with any other concerns they may have. During

their first semester, students are invited to at least one outreach event, such as the panels described in question 7 above.

We have a Transfer Services week that holds events to acquaint transfer students with College of Liberal Arts resources available on campus. During their first semester in the College of Education, new transfer students are assimilated into cohorts in their programs for advising and mutual support. We send special invitations to all students to attend a College of Business Success Workshop. The Success Workshop introduces them to degree options, College of Business and university policies and procedures, and special opportunities. We also do individualized advising for each transfer student before they can register for any course. To ensure the student is aware of the activities and opportunities in the College of Business we publish the West Street Journal every semester to keep the students updated.

9. *Support of new transfer students to encourage persistence during first year?*

New transfer students must meet with an academic advisor every semester prior to registering for classes. Regular advising helps to ensure that students stay in school, follow their degree program and graduate in a timely manner. Although not specific to transfer students, the College of Nursing and Health Innovation has a robust student success program offered to all students. In addition, our department offers tutoring for various, required major courses. Monthly newsletter to all new transfer students- content includes campus events, transfer support programs, job fair information, and academic deadline information. Transfer Ambassador Program offered through University College. Tau Sigma Honor Society advised by Student Affairs. Finish Success Series- workshop series focused on academic and student engagement success strategies offered to transfer students through University College. In addition to the supports outlined in question 8 above, transfer students in their second semester are invited to that semester's planned outreach event, such as the panel discussion hosted by successful transfer students. All COLA students are contacted by an advisor every semester. All new students are included in the Mid-Semester Progress Report Process, if transfer students grades are low we contact them to offer encouragement and guide them to resources. Each new transfer student is required to meet with an advisor each semester to make sure they are comfortable with the university and College of Education and on track with their COEd degree plan. All transfer students are invited to attend Kappa Delta Pi meetings. Advising staff performs a mid-term grade checks on all new transfer students. If the student receives a poor grade, the Advising staff follows up with the student to address any issues. A students' enrollment hold for the following semester is not removed until the student has resolved the poor performance issue. Mandatory initial, sophomore and junior advising. Honors advisors are full-time staff; they have an open-door policy and encourage students to visit even without appointments.

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL: www.uta.edu/admissions/	
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). 	

<ul style="list-style-type: none"> • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	24 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	25% of degree

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	60%
16. <i>Percentage of transfer students receiving financial aid?</i>	79%
17. <i>Average amount of financial aid awarded per transfer student?</i>	NA
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	2
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	30
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	30
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	3
26. <i>Articulation agreements with how many community colleges?</i>	20

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	1

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 12 Field of Study Curriculum: 31 Texas Tuning Project: 4 Voluntary Transfer Compacts: 15 ACGM Learning Outcomes Project: 15
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	NA
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	6
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	12

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
<ol style="list-style-type: none">1. Lack of financial support for transfer students2. Lack of resources at your institution to facilitate transfer of students from community colleges3. Students transferring with excessive hours4. Program admission requirements that are different from your institution's admission requirements5. Lack of available academic programs to meet transfer students' needs6. Inaccurate and/or inadequate advising at the community college7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students8. Lack of course and program alignment with community colleges9. Lack of timely and/or accurate transcript evaluation10. Programs at capacity at your institution

B. Additional Barriers

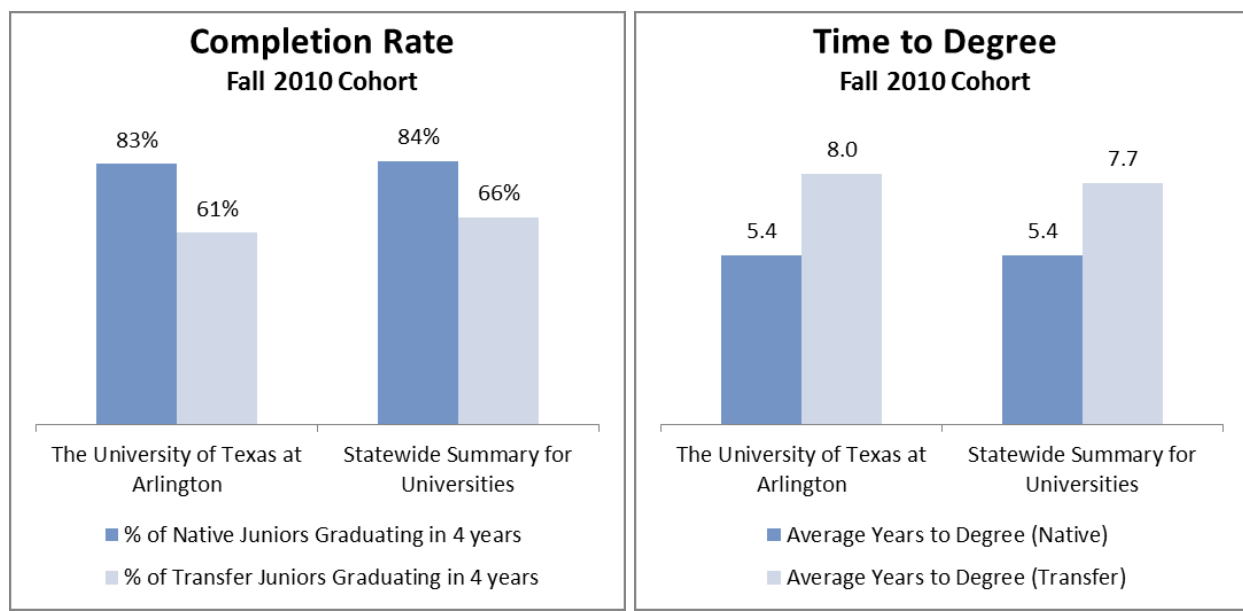
<i>34. List additional significant barriers that apply to your institution.</i>
Credit required by community colleges for AA degree that has no application in BS requirements.

C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	<i>No</i>
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
NA



The University of Texas at Arlington (UT-Arlington) is located between two very large community college districts – Tarrant County College District (TCCD) and Dallas County Community College District (DCCCD). While a majority of UT-Arlington’s community college transfer students come from these two districts, students from Central Texas colleges and the large Gulf Coast districts also contribute to UT-Arlington’s strong enrollment numbers for transfer students. In the fall of 2014, UT-Arlington processed nearly 3,000 transfer applications and enrolled 1,666 Texas community college transfer students.

UT-Arlington ranked lack of financial support for transfer students and lack of sufficient institutional resources to facilitate student transfer as their greatest barriers to smooth transfer. Excess hours also were considered a problem, particularly when community college students arrive with an associate degree but some of the courses they completed for the associate degree have no applicability to the bachelor’s degree program they plan to pursue. These challenges for transfer may contribute to the below average graduation rate UT-Arlington experienced with the community college transfer cohort.

The University of Texas at Austin

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions,	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	93%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
We opened a transfer student lounge and welcome center as a place for transfer students to gather on campus and to meet each other.	
8. <i>Assimilation of transfer students during first semester?</i>	
In addition to required orientation, transfer students are included in all of our new student welcome activities, including Gone To Texas, our new student convocation; Welcome Week has specific transfer activities; and there is outreach by our transfer welcome center.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Transfer Interest Groups (TrIGs) are an extension of our popular and successful first-year learning community initiative exclusively for transfer students. TrIGs cluster groups of transfer students with the same major in two or three courses in their first semester, provide a supplement seminar facilitated by a peer mentor and the student's academic advisor. TrIGs assist students in their transition to UT life. Transfer students have access to and frequently use all of the supports available to students including the Sanger Learning Center, the Career Exploration Center, Office of Student Activities and Leadership Development, and where appropriate, Student Veteran Services.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	https://admissions.utexas.edu/apply/transfer-admission
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. 	

<ul style="list-style-type: none"> • Degree program guides that include Texas Common Courses Numbers (TCCNS). • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	NA
13. <i>Minimum semester credit hours for transfer admissions.</i>	30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	60 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	22%
16. <i>Percentage of transfer students receiving financial aid?</i>	59%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$14,287
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	1
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	0
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	1

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	1

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 25 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Notices of conferences or training opportunities are sent to selected faculty; updates are given to faculty by those who already serve on statewide committees related to transfer students.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	1
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	5

Barriers to Transfer

A. Rank Barriers

33. *Rank the barriers to transfer, with "1" being most problematic.*

1. Programs at capacity at your institution
2. Lack of available academic programs to meet transfer students' needs
3. Inaccurate and/or inadequate advising at the community college
4. Lack of course and program alignment with community colleges
5. Students transferring with excessive hours

B. Additional Barriers

34. *List additional significant barriers that apply to your institution.*

Electronic transcripts don't indicate Credit-by-Exam earned at the community college, so students are delayed in the evaluation of their credit if they don't send a paper transcript to the institution.

C. Resolved Barriers

35. *In 2014-2015 did your institution resolve any systemic barriers to transfer?*

NO

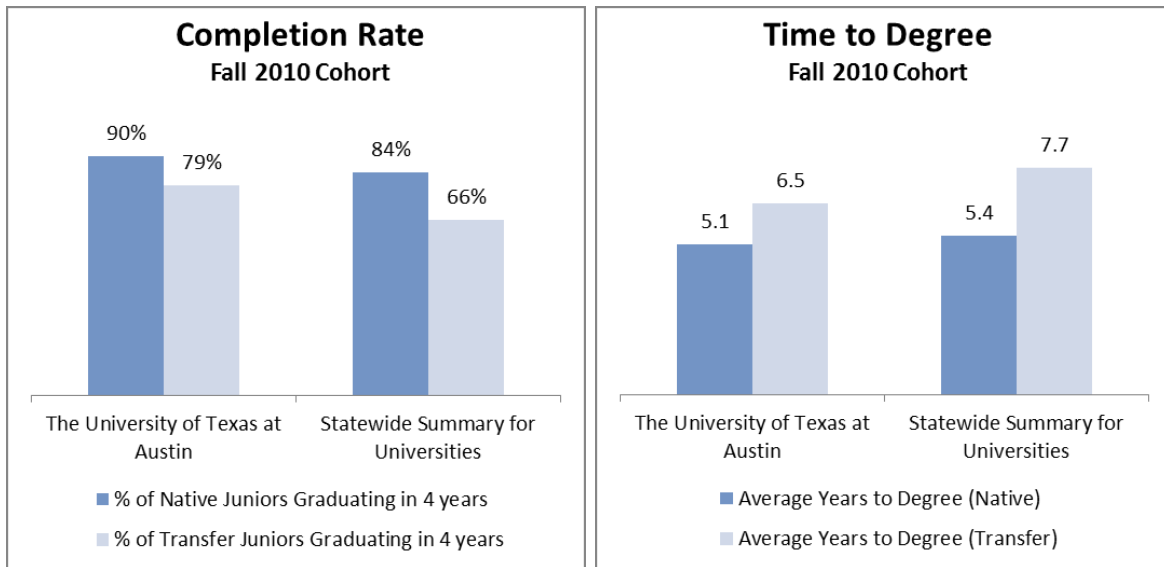
36. *Describe the systemic barriers to transfer and explain the resolution.*

NA

D. Emerging Issues

37. *Any emerging issues that you see likely to cause barriers to transfer in the future?*

Capacity issues continue to limit the number of highly qualified transfer students we can admit to certain programs.



The University of Texas at Austin (UT-Austin) overwhelmingly admits more first-time-in-college students than community college transfer students, close to ten times as many each fall. Many of UT-Austin's transfer students come from Austin Community College, but every region of the state is represented in the transfer student population. Much of UT-Austin's transfer traffic may come from students summer "swirling" to a community college to take a few courses and then returning to the university for the long terms.

The greatest institutional transfer challenge for UT-Austin is the lack of program capacity. Many programs are already at peak enrollment and additional qualified students cannot be admitted. As a Research institution, UT-Austin is very selective in their admissions, and this selectivity is reflected in the success of the transfer students who are admitted. The graduation rate for UT-Austin's cohort transfer students, while not equal to their native students' rate, is one of the highest in the state at 79 percent.

The University of Texas at Brownsville

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	No

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	NA

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
NA	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
NA	

D. Website

10. <i>Does website have information for transfer students?</i>	
<i>URL:</i>	http://www.utb.edu/em/transferstudent/Pages/default.aspx
11. <i>Items included on institutional website for transfer students.</i>	
Minimum grade point average (GPA) required for transfer admissions.	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	NA
14. <i>Semester credit hours in residency required for graduation.</i>	25% of degree

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	7%
16. <i>Percentage of transfer students receiving financial aid?</i>	71%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$6,939
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	NA
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	NA
23. <i>Total number of articulation agreements currently in effect?</i>	NA
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	NA
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	NA
26. <i>Articulation agreements with how many community colleges?</i>	NA

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	NA
28. <i>Number of colleges with which there is at least one DAA?</i>	NA

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	NA
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	NA
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	NA
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	NA

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of resources at your institution to facilitate transfer of students from community colleges

B. Additional Barriers

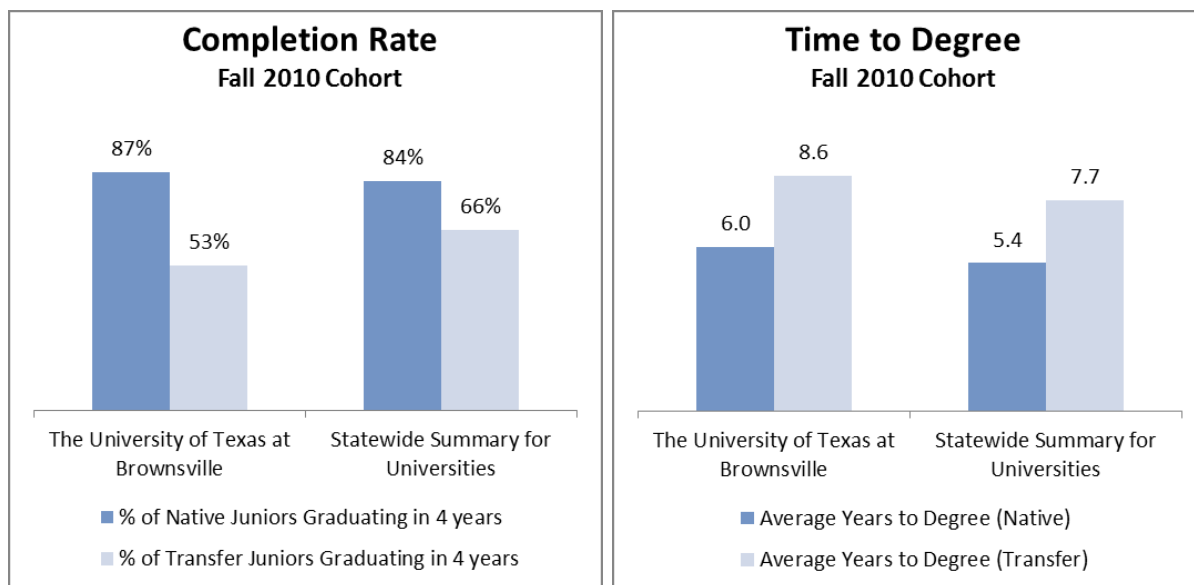
34. <i>List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	<i>No</i>
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
NA



The University of Texas at Brownsville (UT-Brownsville) built upon last year's report of notable 16-point gains in the four-year graduation rate for native juniors by adding two more percentage points this year, from 85 to 87 percent. UT-Brownsville is down 8 points, however, for transfer students, from 61 to 53 percent. The completion rate for transfers is now 13 points below the state average. Time to degree for native juniors is up slightly from 5.8 to 6 years, and for transfer students it is up from 8.2 to 8.6. Transfer students now take almost a full year longer than the state average to graduate.

It is difficult to draw conclusions about UT-Brownsville this year because the survey answers were incomplete. UT-Brownsville is in the process of ceasing operations as a separate institution to become part of the new university in its region, The University of Texas Rio Grande Valley. From the information available, 7 percent of student aid went to transfer students at an average of \$6,939. This amount is almost double what it was last year (\$3,648), indicating either an increased institutional commitment to transfer student financial support or a smaller pool of transfer students receiving aid.

The University of Texas at Dallas

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Student organizations' presentations, Financial aid advising, Campus tour, Meal	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	20%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
The Office of Admission and Enrollment Services invites local community college academic advisors to "Counselor Updates". This is an opportunity for the community college advisor to learn about our program updates, admission requirements and meet with the admission staff.	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
UT Dallas provides transfer students an orientation dedicated to transfer specific information. In addition to the orientation, an event is hosted in the first three weeks of their first semester to reinforce orientation information or catch up any student who did not attend orientation. Students are also provided a weekly bulletin of information specifically selected for Transfer Students.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Students receive consistent communications with messages specifically targeted to the transfer student population. Students are also provided with outside of classroom opportunities through transfer exclusive social events.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	www.utdallas.edu/enroll/apply/tappprocess.php
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> Degree program guides that include Texas Common Courses Numbers (TCCNS). A listing of all common courses taught at the institution by both the common and local course number. Scholarship and financial aid information specific to community college transfer students. 	

<ul style="list-style-type: none"> • Office of Admission and Enrollment Services Transfer Admission site: www.utdallas.edu/enroll/apply/tappprocess.php The website hosted by Transfer Student Services (www.utdallas.edu/transferservices) provides students with campus resources, access to the Student Welcome and Transition Team, and the Cometline for Success. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.7
13. <i>Minimum semester credit hours for transfer admissions.</i>	NA
14. <i>Semester credit hours in residency required for graduation.</i>	45 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	37%
16. <i>Percentage of transfer students receiving financial aid?</i>	75%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$12,154
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	25%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	5
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	75
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	75
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	50

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 60 Field of Study Curriculum: 10 Texas Tuning Project: 0 Voluntary Transfer Compacts: 10 ACGM Learning Outcomes Project: 10
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	
UT Dallas' undergraduate faculty is engaged by Associate Dean representatives attending weekly meetings that share, review, and implement if necessary to these initiatives.	

31. Number of "vertical teaming" meetings with two-year college faculty 2014-2015?	5-10
32. Number of degree programs affected by "vertical teaming" meetings?	3-5

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
<ol style="list-style-type: none"> 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Lack of financial support for transfer students 4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 5. Programs at capacity at your institution 6. Lack of resources at your institution to facilitate transfer of students from community colleges 7. Lack of timely and/or accurate transcript evaluation 8. Lack of course and program alignment with community colleges 9. Lack of available academic programs to meet transfer students' needs 10. Program admission requirements that are different from your institution's admission requirements

B. Additional Barriers

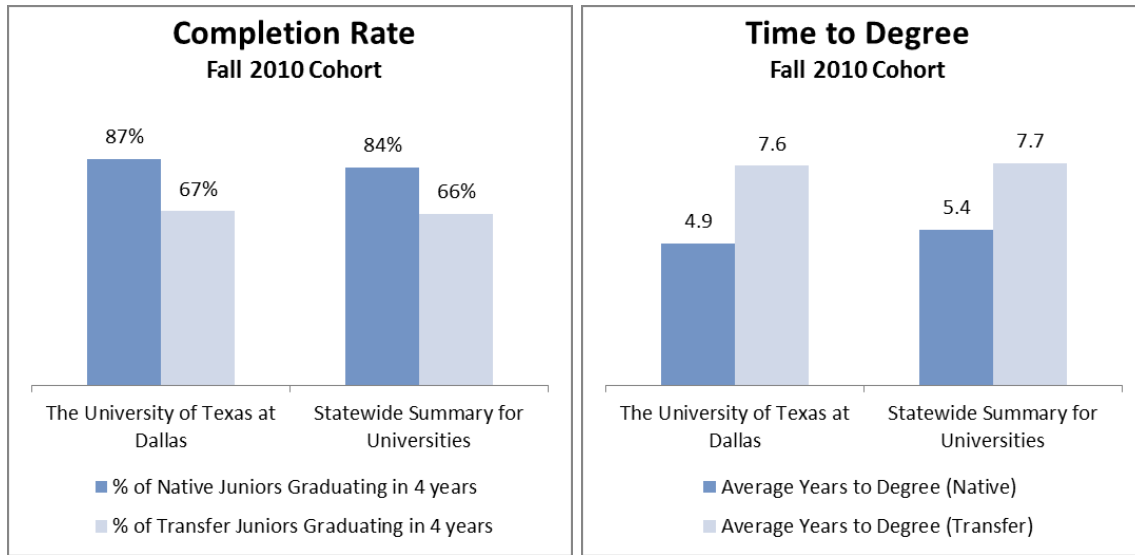
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. In 2014-2015 did your institution resolve any systemic barriers to transfer?	Yes
36. Describe the systemic barriers to transfer and explain the resolution.	
Ease of loading of electronic transfer courses; transfer orientation improvements	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
The lack of financial support for transfer students and lack of course alignment for a few specific programs may become more challenging in the future. Transfer students receive a minimal amount of scholarship awards. UT Dallas does not offer a full scholarship (all tuition and fees) to the transfer population. The highest current award is \$1,500 per semester through the Comet Transfer Scholarship. The lack of financial support increases the importance of program alignment. Students who enter without math beyond college algebra are greatly disadvantaged in many UT Dallas majors. This may cause a student to spend more time and more money on school than what the student can afford. Multi-institution transfer; non-electronic transfer data.



The University of Texas at Dallas (UT-Dallas) enrolls a majority of its transfer students from Collin College and the Dallas County Community College District. For the 2014-15 school year, 75 percent of the transfer students at UT-Dallas were awarded an average of \$12,154 in financial aid, and 25 percent of the students received scholarships designated specifically for community college transfer students.

Top barriers to transfer identified by UT-Dallas concern excessive hours accrued by students prior to transfer, advising issues at community colleges, and insufficient financial support for transfer students. Regarding financial support, the institution stated that full scholarships are generally not available to transfer students and recognized the importance in program alignment because of the scarcity of financial assistance for the transfer population.

In 2014-15, UT-Dallas executed five new articulation agreements and currently maintains a total of 75 such agreements with community colleges. A fair number of UT-Dallas faculty has participated in statewide transfer initiatives, including 60 faculty members who have been involved in the Texas Core Curriculum. In addition to recruitment and advising, outreach efforts by UT-Dallas to connect with community colleges include inviting academic advisors to "Counselor Updates" to disseminate information regarding program updates and admission requirements.

In the last six years, the number of transfer applications received by UT-Dallas has fluctuated; most recently in fall 2014, approximately 1,400 students submitted applications. The number of enrolled community college transfer students was 880 in fall 2014. The four-year completion rate among transfer students declined from 71 percent in last year's report to 67 percent this year, which is very close to the average of 66 percent among peer Emerging Research institutions. The average time to degree for transfer students, compared to last year's report, rose slightly from 7.4 to 7.6 years this year.

The University of Texas at El Paso

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Meetings specific to academic program majors, Campus tour, Academic Integrity & Student Conduct, Sexual Harassment, Campus Safety	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	85%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
On-site admissions	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
<ul style="list-style-type: none"> • On-site admissions at community college • UTEP-EPCC Enrollment Summit • Conducted focus groups for transfer students at both EPCC and UTEP • Mini transfer fairs at EPCC satellite campuses 	
8. <i>Assimilation of transfer students during first semester?</i>	
Conduct orientation sessions specifically for transfer students. UNIV 1301 Institutionally required component area in Core Curriculum, most are oriented for freshmen but have special sections geared for transfer students.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Transfer students have access to institutional student success programs such as UNIV 1301 seminar, learning communities, advising support, tutoring, and financial aid assistance.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://academics.utep.edu/Default.aspx?tabid+69625
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). 	

<ul style="list-style-type: none"> • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	12 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	35%
16. <i>Percentage of transfer students receiving financial aid?</i>	84%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$8132
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	3%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	16
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	16
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	1

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 52 Field of Study Curriculum: 14 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	
Present in contexts that make it relevant to the faculty.	
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	0
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	0

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
1. Lack of financial support for transfer students
2. Lack of timely and/or accurate transcript evaluation

B. Additional Barriers

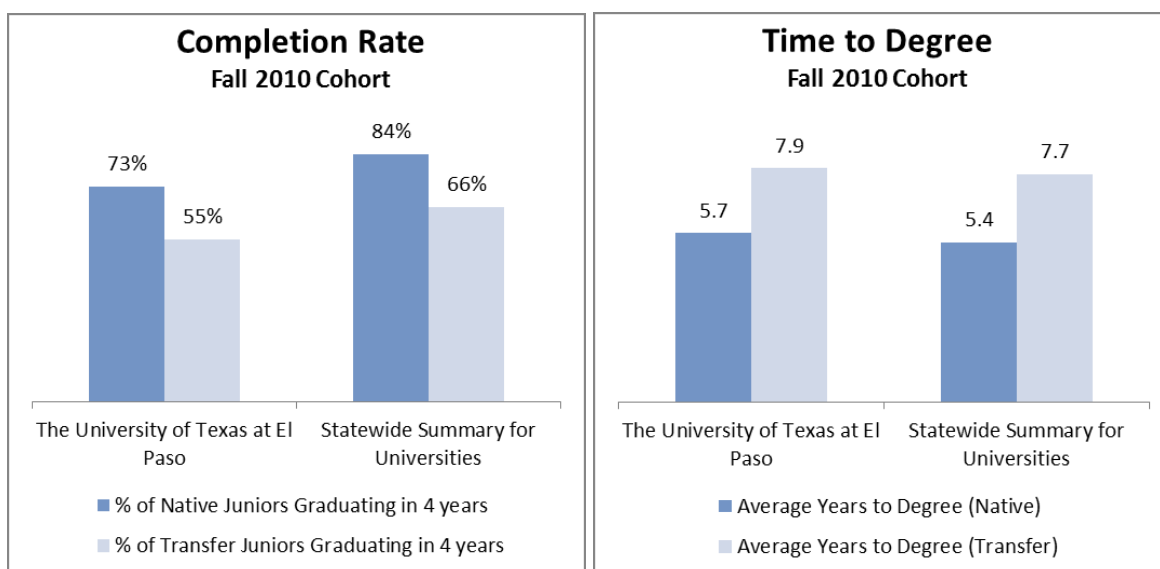
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
Would like more scholarships available for transfer students



The University of Texas at El Paso (UT-EI Paso) added several new programs in 2014 to assist transfer students and build upon their strong relationship with El Paso Community College (EPCC): on-site admissions, an enrollment summit, transfer student focus groups, and mini transfer fairs. UT-EI Paso does regular recruitment and advising on EPCC campuses. The effectiveness of their advising may be a reason why UTEP is one of the rare institutions that did not cite excess credit hours as one of the primary barriers to successful transfer.

UT-EI Paso's top barrier to transfer was instead the lack of financial support available for transfer students. Eighty-four percent of transfer students received financial aid at an average of \$8,132 (below the state average of \$9,455). There are designated scholarships, but they went

to only three percent of transfer students. The percentage of students funded is up from last year, but the average amount is down by \$1,402 from 2013's average of \$9,534.

The native student completion rate is down slightly from last year, 73 percent from 75 percent. The completion rate is down by a greater extent for transfer students, 55 percent from 62 percent. The time to degree for native students is the same at 5.7 and up very slightly for transfer students, from 7.8 to 7.9 years. The time-to-degree figures are close to the state averages for both native and transfer students.

The University of Texas at San Antonio

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions, Teaching student Code of Conduct, Addressing issues of student safety/sexual assault, Academic Policy and University Technology applications, Transfer Student Panel	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	36%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Promotion and information on Scholarship/Financial Aid opportunities	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
The UTSA & Alamo Colleges Advising Summit was initiated. All of the UTSA and Alamo Colleges advisors met in a professional development and informational summit in Fall 2014 and Spring 2015. The Alamo Colleges advisors learned about the challenges of transfer students from Alamo Colleges to UTSA and the UTSA advisors learned about the challenges of Alamo Colleges transfer students from the Alamo Colleges advisors' perspective. The summit permitted advisors from both institutions to get to know each other in an attempt to facilitate a smoother transfer of Alamo Colleges' students to UTSA.	
8. <i>Assimilation of transfer students during first semester?</i>	
A new policy requires each transfer student to participate in an orientation program, either in-person or online.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Like all students, each transfer student is assigned an academic advisor to provide support that first year and through graduation. Transfer students who are undecided about a major are assigned to the University College and to the Student Placement Advising Cluster, which work with these students in an attempt to find majors suitable to their aptitudes and interests.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	http://www.utsa.edu/admissions/undergrad/requirements/transfers.html
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. 	

- Minimum semester credit hours a student is required to have to be considered for transfer admissions.
- Degree program guides that include Texas Common Courses Numbers (TCCNS).
- A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.
- Scholarship and financial aid information specific to community college transfer students.
- Visit UTSA, Apply to UTSA, Check your admission status, You're Admitted, What's Next, Nation-wide transfer equivalency table, Transfer Tips, Academic Fresh Start, Seek UT, Deadline Information, Tuition & Fees, Contact Us, Ask Rowdy

12. <i>Minimum GPA for transfer admissions.</i>	2.25
13. <i>Minimum semester credit hours for transfer admissions.</i>	30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	37%
16. <i>Percentage of transfer students receiving financial aid?</i>	71%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$10,431
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	1%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	13
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	13
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	13

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	NA

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 80 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	
For the new Texas Core Curriculum, we held workshops for faculty to discuss the requirements of the new core curriculum. For the other items such as the Field of Study Curriculum, Texas Tuning Project, Voluntary Transfer Compacts, and the ACGM Learning Outcomes project, we have pockets of faculty members who are aware of these initiative; however, the university has provided no training.	
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	0
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	0

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>	
1. Students transferring with excessive hours 2. Program admission requirements that are different from your institution's admission requirements 3. Lack of timely and/or accurate transcript evaluation 4. Inaccurate and/or inadequate advising at the community college	

B. Additional Barriers

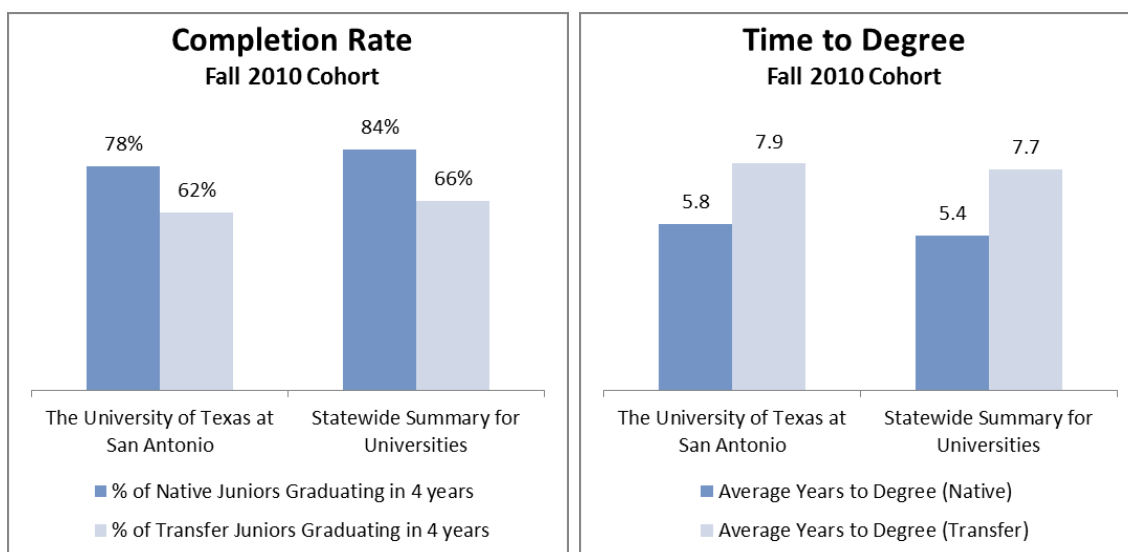
34. <i>List additional significant barriers that apply to your institution.</i>	
Receipt of electronic transcripts from primary partner (being addressed) UTSA working to improve the quality of its communication plan for transfer applicants/admits UTSA seeking to improve its presence at feeder community college campuses	

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
Through the UTSA & Alamo Colleges Advising Summits, we have addressed some of the inaccurate or inadequate advising issues. Electronic transcripts will be in production by August.	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>	
No	



The University of Texas at San Antonio (UTSA) accepts a majority of their transfer students from the five community colleges in Alamo Colleges District, primarily Northwest Vista and San Antonio Colleges. With the Alamo Colleges, UTSA initiated an Advising Summit in fall 2014 and spring 2015 for professional development and information exchange between the academic advisors for the university and the community colleges. The Summit provided a forum for discussing transfer challenges in advising. UTSA ranked students transferring with excessive hours and different program admission requirements as their top two barriers to smooth transfer.

In addition to the Alamo Colleges, UTSA accepts many transfer students from community colleges throughout the state. In the fall of 2014, the university processed over 1,500 transfer applications and enrolled 925 Texas community college transfer students. Although the graduation rate for community college transfers at UTSA over the last six years is 4 percent below the state average for that same period, a 1 percent increase occurred in the graduation rate for the UTSA fall 2010 cohort, when compared to the rate for the fall 2009 cohort.

The University of Texas at Tyler

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	No
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	Student organizations' presentations, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	16%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	<p>1. In fall 2014 a transfer advisor was hired to advise incoming transfer students with declared major between 30 and 60 hours and any undecided transfer students with over 60 hours.</p> <p>2. College advisers in many of the seven academic colleges began applying advising holds to incoming transfer students to ensure a first semester advising appointment.</p> <p>3. In summer of 2015 a success seminar was created for transfer students who entered UT Tyler in Spring 2015 who earned below a 2.0 GPA. The success seminar contains topics including time management, study skills, and available academic campus resources.</p>
8. <i>Assimilation of transfer students during first semester?</i>	No first semester assimilation programs are required during the first semester of attendance for transfer students. Two transfer student learning communities are being piloted in fall 2015 for nursing students and veterans.
9. <i>Support of new transfer students to encourage persistence during first year?</i>	Supplemental instruction and tutoring are offered in historically difficult courses ranging from freshman through junior level courses. All students, including transfer students, are encouraged to participate if SI or tutoring is offered in any of their enrolled courses. Enrollment Management in conjunction with Student Life and Leadership host focus groups for transfer students to identify and remove the barriers to their successful transition to the university.

D. Website

10. Does website have information for transfer students?	Yes
URL:	http://www.uttyler.edu/admissions/transfer.php
11. Items included on institutional website for transfer students.	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. 	
12. Minimum GPA for transfer admissions.	2.0
13. Minimum semester credit hours for transfer admissions.	30 SCH
14. Semester credit hours in residency required for graduation.	30 SCH

E. Financial Aid

15. Percentage of total undergraduate financial aid to transfer students 2014-2015?	51%
16. Percentage of transfer students receiving financial aid?	70%
17. Average amount of financial aid awarded per transfer student?	\$11,615
18. Institutional scholarships designated for transfer students?	No
19. Percentage of transfer students receiving institutional scholarships 2014-2015?	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. New articulation agreements with Texas community colleges 2014-2015?	Yes
21. How many new articulation agreements during 2014-2015?	1
22. Any existing articulation agreements updated 2014-2015?	Yes
23. Total number of articulation agreements currently in effect?	2
24. How many academic (AA, AS, AAT) articulation agreements in effect?	35
25. How many workforce (AAS) articulation agreements in effect?	28
26. Articulation agreements with how many community colleges?	1

B. Dual Admission Agreements (DAA)

27. Any new dual admission agreements with Texas community colleges 2014-2015?	No
28. Number of colleges with which there is at least one DAA?	0

C. Faculty Participation

29. Number of faculty getting training on statewide transfer initiatives?	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. How do you encourage faculty participation in statewide transfer initiatives?	
At this time faculty is not engaged in statewide initiatives that aim to improve transfer. In the future the University does plan to increase faculty participation in this area.	

31. Number of "vertical teaming" meetings with two-year college faculty 2014-2015?	1
32. Number of degree programs affected by "vertical teaming" meetings?	35

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
<ol style="list-style-type: none"> 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Lack of course and program alignment with community colleges 4. Lack of resources at your institution to facilitate transfer of students from community colleges 5. Lack of timely and/or accurate transcript evaluation

B. Additional Barriers

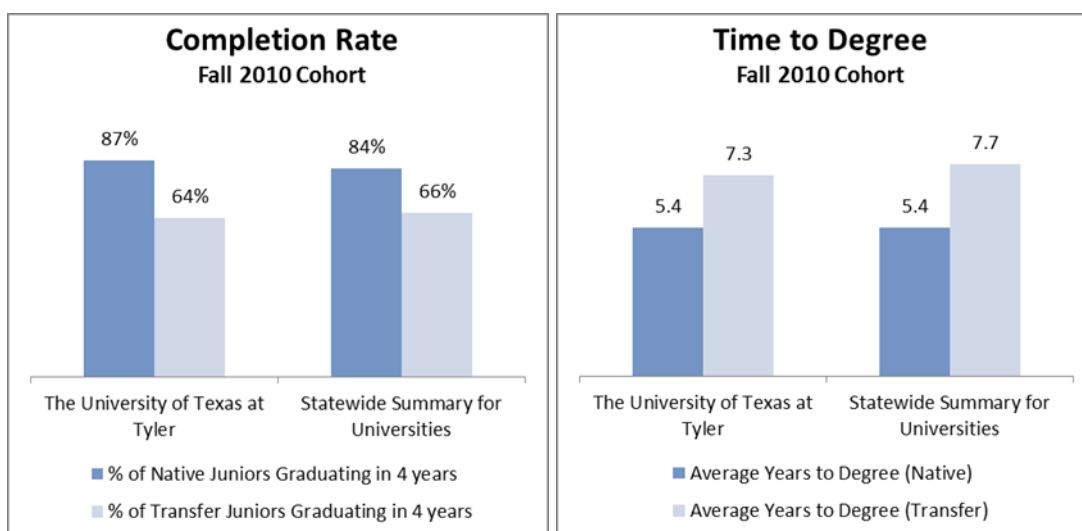
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. In 2014-2015 did your institution resolve any systemic barriers to transfer?	Yes
36. Describe the systemic barriers to transfer and explain the resolution.	
<p>One of the top concerns our transfer students have is the loss of hours from their community college. UT Tyler's top feeder community college is Tyler Junior College (TJC). In 2014-2015 UT Tyler and TJC came together to create Patriot Pathways, a comprehensive articulation agreement which features 63 transfer planning guides for AA, AS and AAS degrees toward BA, BS and BAAS degrees. UT Tyler is planning similar Pathways with three other top feeder community colleges in the coming academic year. These Pathways allow students at the community colleges to learn early in their academic career which courses are required for their intended degree at UT Tyler. AAS degrees make up a large population of the local community college graduates, but few degrees at UT Tyler utilize much of the AAS credit. The Bachelor of Applied Arts and Sciences program was reworked and relaunched during the 2014-2015 academic year and is now a viable option for students who have earned workforce credit.</p>	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
<p>With the increase in veterans attending college we see an increased need for a streamlined process for awarding credit based on military service. In discussions with other universities within the UT System and other public universities there is no consistent approval of credit. Also, while students with Dual Credit are typically considered first-time, full-time freshmen we are seeing an increased number of hours being transferred in by these students. In many cases we are seeing students transfer in with between 30 and 45 dual credit hours. As early college high school's increase in popularity we anticipate the number of students transferring in 45+ hours increasing in the coming years. This increase in dual credit hours has not proven to be as beneficial as the student believes it will be since many of the hours cannot be used towards the student's degree of choice.</p>



The University of Texas at Tyler (UT-Tyler) cited problems with students entering with excess semester credit hours, which cannot be applied to a degree program. This was their top projected barrier to transfer. UT-Tyler signed one new articulation agreement, bringing the total to 35 academic and 28 workforce agreements with Tyler Junior College. The two institutions also formed Patriot Pathways, an articulation agreement containing 63 transfer planning guides for AA, AS, and AAS degrees leading to bachelor's degrees. Additional Pathways agreements are planned with three other community colleges.

Other new initiatives for 2015 include hiring an advisor exclusively for transfer students, starting a Success Seminar that teaches college skills to transfer students who earned less than a 2.0 GPA during their first semester, and piloting two, transfer-student learning communities for nursing students and veterans.

UT-Tyler awards over half of its available financial aid to transfer students, and 70 percent of transfer students received an average of \$11,615. Both of these figures are much higher than state averages.

An emerging issue for UT-Tyler is awarding credit for military service. The institution points out that there is no uniform way to do this across universities or systems, suggesting an area for further research and policy development.

The completion rates and time to degree figures are unchanged from last year's report for both native juniors and transfer students.

The University of Texas-Pan American

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Campus tour, Meal, Title IX/bystander intervention info, overview of financial aid and major-specific information	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	90%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Permanent transfer center located across the street from community college partner main campus	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
Primarily through individual advisement, required for all students.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Primarily through individual advisement, required for all students.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://portal.utpa.edu/utpa_main/daa_home/transfer_home http://portal.utpa.edu/utpa_main/dess_home/finaid_home/prospective_home/transfer_home ,
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • A listing of all common courses taught at the institution by both the common and local course number. • Scholarship and financial aid information specific to community college transfer students. • GPA information for students going back and forth between institutions 	

12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	15 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	25% of SCH for degree and 24 SCH of last 30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	10%
16. <i>Percentage of transfer students receiving financial aid?</i>	90%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$7,193
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	9%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	49
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	49
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	3

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 10 Texas Tuning Project: 10 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 10
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	NA
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	5
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	5

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
1. Programs at capacity at your institution 2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 3. Students transferring with excessive hours 4. Inaccurate and/or inadequate advising at the community college 5. Program admission requirements that are different from your institution's admission requirements 6. Lack of timely and/or accurate transcript evaluation

B. Additional Barriers

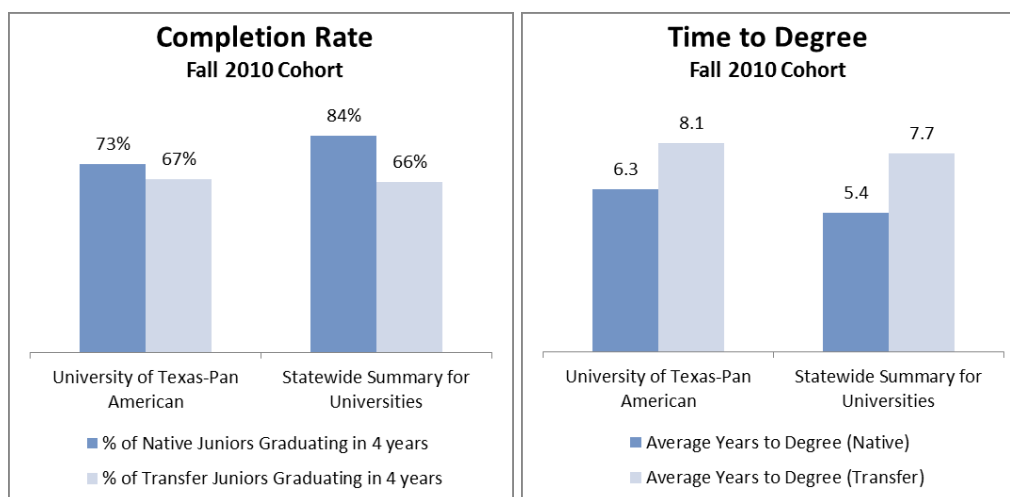
<i>34. List additional significant barriers that apply to your institution.</i>
The huge number of early college high school students in our region is complicating our work with "traditional" transfer students due to the increasing demand for advanced courses from incoming students.

C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
The huge number of early college high school students in our region is making our entering pathways more complicated. These students compete with more traditional transfer students for transfer resources such as specialized advising, seats in advanced coursework, etc.



This year's report is the last for The University of Texas-Pan American (UTPA) and The University of Texas at Brownville (UT-Brownsville) as the two join to admit and enroll for fall 2015 the first undergraduate class at The University of Texas Rio Grande Valley.

Most UTPA transfer students come from South Texas College. A permanent transfer center for the university is maintained and located across the street from the main campus of South Texas College.

The large number of early college high school graduates in the region coming to the university as first-time undergraduates was reported in the survey as creating a challenge for community college transfer students because of the increased competition for advanced courses and specialized advising.

While the graduation rate for UTPA transfer students in the fall 2010 cohort fell 7 percentage points from the graduation rate of the 2009 cohort, the average rate for the past six years is 75 percent, which is at the top of the graduation rates demonstrated by its peers.

The University of Texas of the Permian Basin

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Campus tour, Meal, Parent/family participation and sessions, Title IX
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	80%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	No
8. <i>Assimilation of transfer students during first semester?</i>	No
9. <i>Support of new transfer students to encourage persistence during first year?</i>	No

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	www.utpb.edu/admissions/apply-now/transfer
11. <i>Items included on institutional website for transfer students.</i>	<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Academic Fresh Start
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	24 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	74%
16. <i>Percentage of transfer students receiving financial aid?</i>	72%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$8,668
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	1%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	4
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	4
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	4

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 1 Field of Study Curriculum: 1 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 1
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	University pays for travel and such activity counts as service
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	0
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	0

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
1. Students transferring with excessive hours
2. Lack of timely and/or accurate transcript evaluation
3. Lack of resources at your institution to facilitate transfer of students from community colleges
4. Inaccurate and/or inadequate advising at the community college
5. Lack of financial support for transfer students

B. Additional Barriers

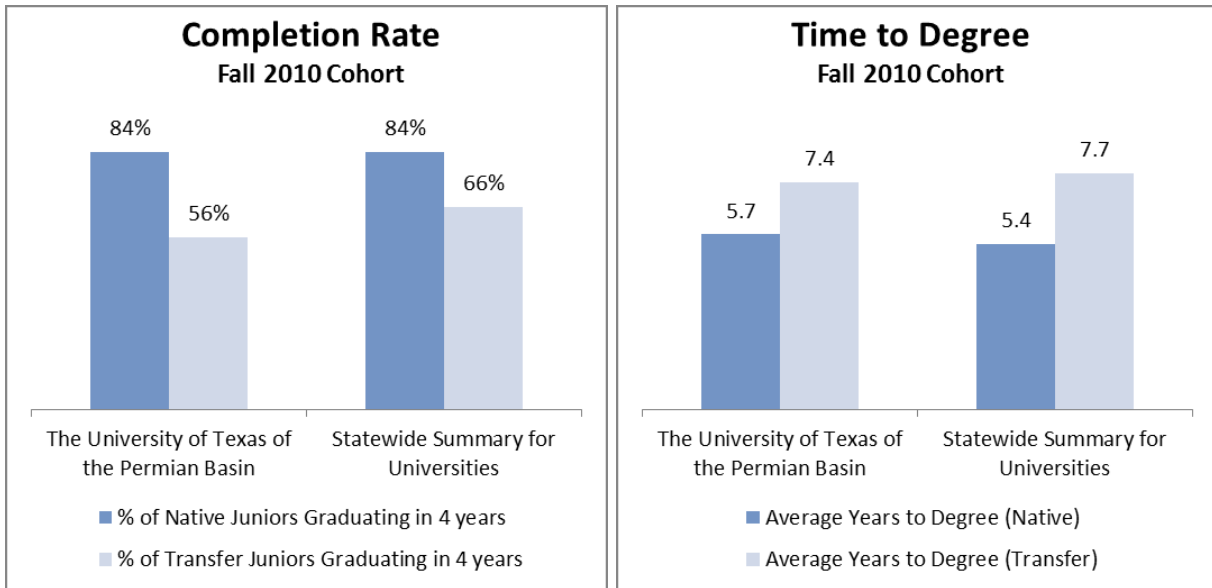
<i>34. List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

<i>37. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
<i>38. Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
Inconsistencies with accrediting bodies accepting transfer work from unaccredited institutions. Not all IHE's apply the same standards of accepting or not accepting coursework. Concern that if state mandates acceptance of coursework in accredited programs, program accreditation may be imperiled.



Transfer students to The University of Texas of the Permian Basin (UT-Permian Basin) primarily come from Midland College and Odessa College. In 2014-15, 74 percent of the available undergraduate financial aid at UT-Permian Basin was awarded to transfer students, with almost three-quarters of transfer students receiving an average of \$8,668 in financial aid. The institution's scholarships designated specifically for community college transfer students benefitted 1 percent of the targeted student population.

UT-Permian Basin identified major barriers to transfer as excessive hours accrued by students prior to transfer, transcript evaluation, and institutional resources to facilitate transfer. In addition to recruitment and advising conducted on community college campuses, UT-Permian Basin currently maintains four articulation agreements and a website with information for transfer students.

Transfer applicants and enrolled transfer students have been on the rise at UT-Permian Basin over the past six years between 2009 and 2014. In 2014, the institution received the highest number of both transfer applications and transfer students enrolled during the six-year period, at 402 and 258 respectively. UT-Permian Basin experienced a sharp decline of 14 percentage points in transfer students' four-year completion rate in last year's report, from 68 to 54 percent. This year, the completion rate climbed 2 percentage points to 56 percent, which remains lower than the average of 61 percent among the institution's peer Master's Institutions. However, the average time to degree among transfer students has improved from 7.9 years in last year's report to 7.4 years.

University of Houston

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	95%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	Programs and activities such as Weeks of Welcome aimed at facilitating assimilation through campus information and involvement are open to all students
9. <i>Support of new transfer students to encourage persistence during first year?</i>	Academic advising and support services including tutoring, learning strategies counseling, and student success workshops are open to all students.

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://www.uh.edu/admissions/apply/apply-transfer/ , http://www.uh.edu/admissions/admitted/conferences/transfer/
11. <i>Items included on institutional website for transfer students.</i>	<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS).
12. <i>Minimum GPA for transfer admissions.</i>	15-29 SCH: 2.5 GPA 30 or more SCH: 2.0 GPA
13. <i>Minimum semester credit hours for transfer admissions.</i>	15 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	25% of SCH for degree

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	46%
16. <i>Percentage of transfer students receiving financial aid?</i>	65%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$10,398
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	2
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	17
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	61
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	17

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	9

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	NA
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	NA
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	NA

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Students transferring with excessive hours
2. Lack of course and program alignment with community colleges

B. Additional Barriers

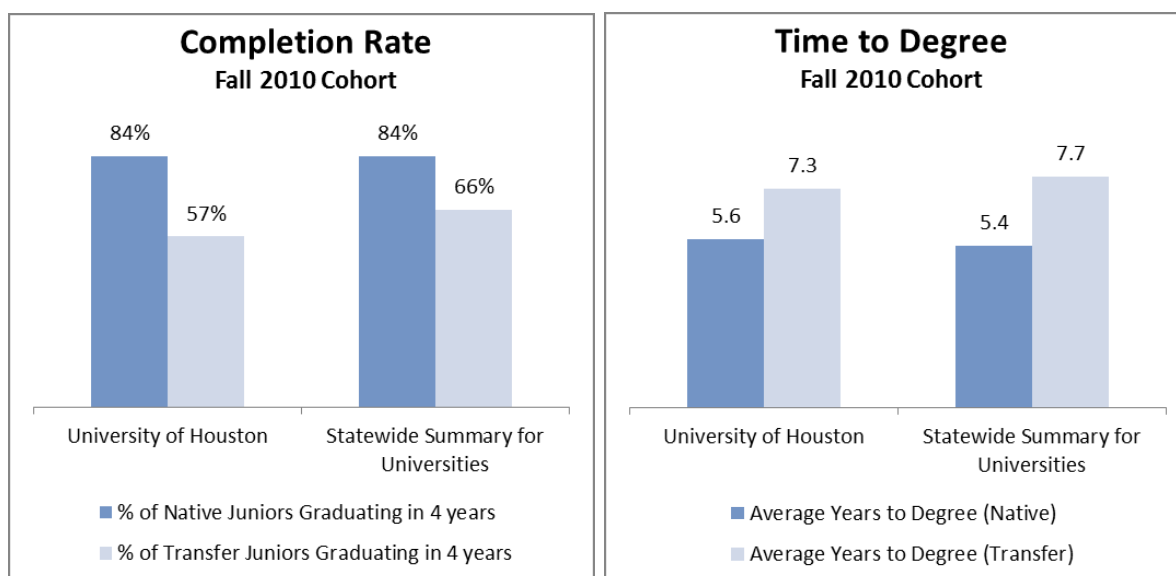
34. <i>List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
No



The University of Houston (UH) was the top destination for Texas community college transfer students who were moving to a four-year institution for the first time in fall 2014. UH processed more than 3,000 transfer applications including transcript evaluation, and enrolled 2,048 Texas community college transfer students. This enrollment represents a 24 percent increase over fall 2013 community college transfers. University of Houston has the advantage of being located close to the feeder institutions that account for approximately 85 percent of their transfer student enrollment: Houston Community College, Lone Star College, and San Jacinto College.

The barriers to transfer identified by UH were students transferring with excess hours and lack of course and program alignment with community colleges. These issues may provide some explanation for differences in completion rates and time to degree. Additionally, while the completion rate for the fall 2010 cohort of transfer students declined from the fall 2009 cohort rate, dropping from 60 percent to 57 percent, the completion rate for natives improved from 81 percent to 84 percent.

University of Houston-Clear Lake

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Registration, Student organizations' presentations, Financial aid advising, Parent/family participation and sessions, Required Sexual Violence Awareness Presentation; Optional Hot Topics (Diversity, Career Opportunities, Academic Resources, Library Intro); Resource Fair	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	92%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
A Mandatory Advising Program (MAP) was introduced requiring transfer students with less than 45 hours to visit with a professional academic adviser at least 3 times per semester until they have completed 45 hours of course work. Mandatory advising starts with one-on-one meeting with the adviser prior to first registration, followed by visits in the 3rd week of class, intended to determine how students are assimilating and transitioning. This is followed by a meeting around 7th week, when mid-term grade reporting and schedule release for the next semester occurs -to be able to discuss any issues with class performance and if none are apparent, preparing students to start thing about future enrollment. A final visit around week 12 of the semester focuses on dealing with the stress of final exams. Expansion of topics and dialogue beyond those mentioned above are the focus of second and third semester advising, until student is ready to transition to departmental advising. Assigned advisers are the point of contact for the students and serve as the first intervention outreach in the early alert structure.	
8. <i>Assimilation of transfer students during first semester?</i>	
Prior to Fall 2014, UHCL was an upper-level institution so all programs were geared toward the transfer students. A transfer advising office has been established to smooth this transition	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
UHCL offers a peer mentoring program, an academic coaching program, free tutoring, academic advising, and an Academic Support Referral Program where faculty can refer students who may be having problems in class.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	http://prtl.uhcl.edu/portal/page/portal/ADM/transfer http://prtl.uhcl.edu/portal/page/portal/ADV
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.25
13. <i>Minimum semester credit hours for transfer admissions.</i>	30 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	76%
16. <i>Percentage of transfer students receiving financial aid?</i>	63%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$7,910
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	76%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	8
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	8
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	2
26. <i>Articulation agreements with how many community colleges?</i>	8

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum:	0
	Field of Study Curriculum:	0
	Texas Tuning Project:	0
	Voluntary Transfer Compacts:	0
	ACGM Learning Outcomes Project:	0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>		
Faculty members would be provided travel support, as appropriate, to participate in statewide initiatives.		
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>		5
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>		NA

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
2. Inaccurate and/or inadequate advising at the community college
3. Students transferring with excessive hours

B. Additional Barriers

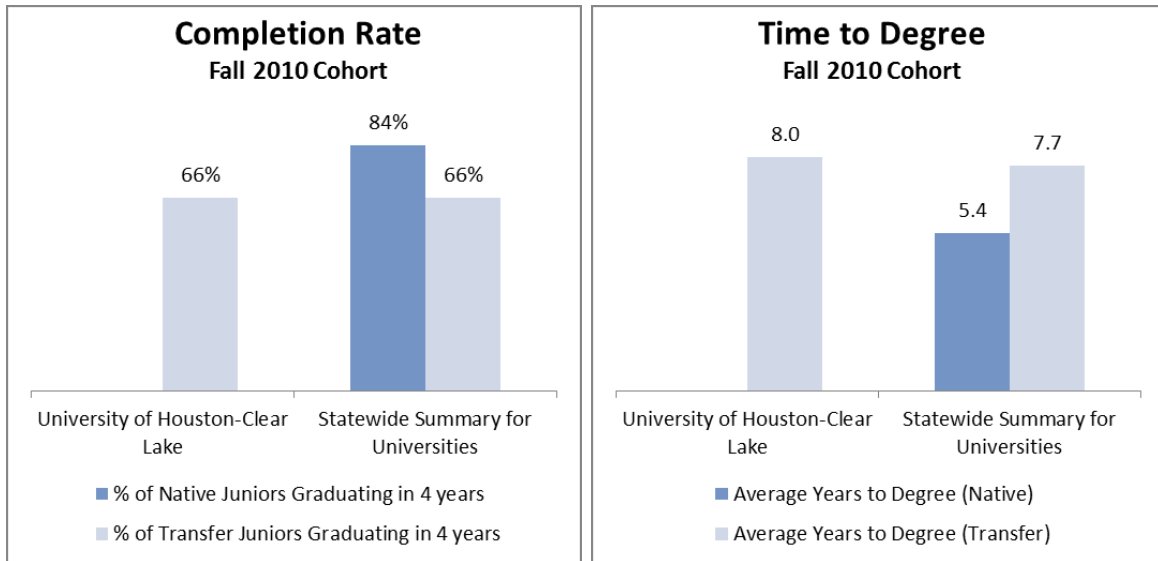
34. <i>List additional significant barriers that apply to your institution.</i>
Meeting GPA, undecided major status, personal issues of students.

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	No
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
NA	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
NA



Prior to fall 2014, University of Houston-Clear Lake (UH-Clear Lake) was an upper-division only institution, so all financial aid and student support services served transfer students. This historical fact may explain why 76 percent of financial aid went to transfer students. The average amount of financial aid given to transfer students was \$7,910, well below the state average of \$9,455. UH-Clear Lake cited cost and financial concerns as its top emerging issues related to transfer.

UH-Clear Lake has developed a notable range of student support services for its transfer students. There is a required orientation, including parent/family participation. Three advising meetings per semester are required until students reach 45 semester credit hours, at which point they transition to departmental advisors. Advising sessions cover more than just course selection; assimilation and transitioning, grades, stress of final exams, and other important issues for student persistence are also addressed in a systematic way. Since the mandatory advising program is new this year, it will be interesting to see how the program produces measurable results in the future.

UH-Clear Lake has eight articulation agreements with eight colleges. UH-Clear Lake faculty participated in five vertical team meetings. Vertical team meetings and degree specific articulation agreements may help with one of UH-Clear Lake's identified barriers to transfer, students transferring with excessive semester credit hours.

The completion rate is almost the same as last year, up from 65 to 66 percent, reaching the state average. The time to degree is down slightly, from 8.2 to 8 years.

University of Houston-Downtown

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Not offered
4. <i>List activities included in transfer orientation.</i>	
NA	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	0

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Counselor Presentations about Admissions processes and Academic Programs, Transfer Thursday when we collect documents, and have admission counselors available to speak with transfer students, "UHD Road Trips" provide transfer students on-the-spot admissions processing, financial aid counseling, and academic advising, On-site weekly advising at various campuses	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
General Awareness of the Academic Support Center, Tau Sigma National honor Society, Transfer Admission Days	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Welcome Week to facilitate transition to campus community Student Counseling Services, Career services, Academic Support Center (tutoring for lower-level math courses, tutoring assistance with writing assignments), Learning Connection (supplemental instruction peer tutoring), Required common core seminar course for transfer students, Academic computing labs, Collaborative Learning Community Center (tutors and mentors for Scholars Academy students), Science Learning Center (tutors and self-help resources for students taking science courses), Foreign language lab (tutoring), Accounting Lab (tutoring), and College of Business tutoring center	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
URL:	https://www.uhd.edu/admissions/transfer/Pages/transfer-index.aspx
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. 	

<ul style="list-style-type: none"> • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	15 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	70%
16. <i>Percentage of transfer students receiving financial aid?</i>	62%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$8,848
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	1%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	No
21. <i>How many new articulation agreements during 2014-2015?</i>	NA
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	5
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	225
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	160
26. <i>Articulation agreements with how many community colleges?</i>	5

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	2

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	UHD encourages and provides funding for faculty to attend conferences regarding transfer students. Example: National Institute for the Study of Transfer Students
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	35
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	10

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
1. Lack of resources at your institution to facilitate transfer of students from community colleges 2. Lack of available academic programs to meet transfer students' needs 3. Students transferring with excessive hours 4. Inaccurate and/or inadequate advising at the community college 5. Program admission requirements that are different from your institution's admission requirements 6. Lack of course and program alignment with community colleges 7. Lack of timely and/or accurate transcript evaluation

B. Additional Barriers

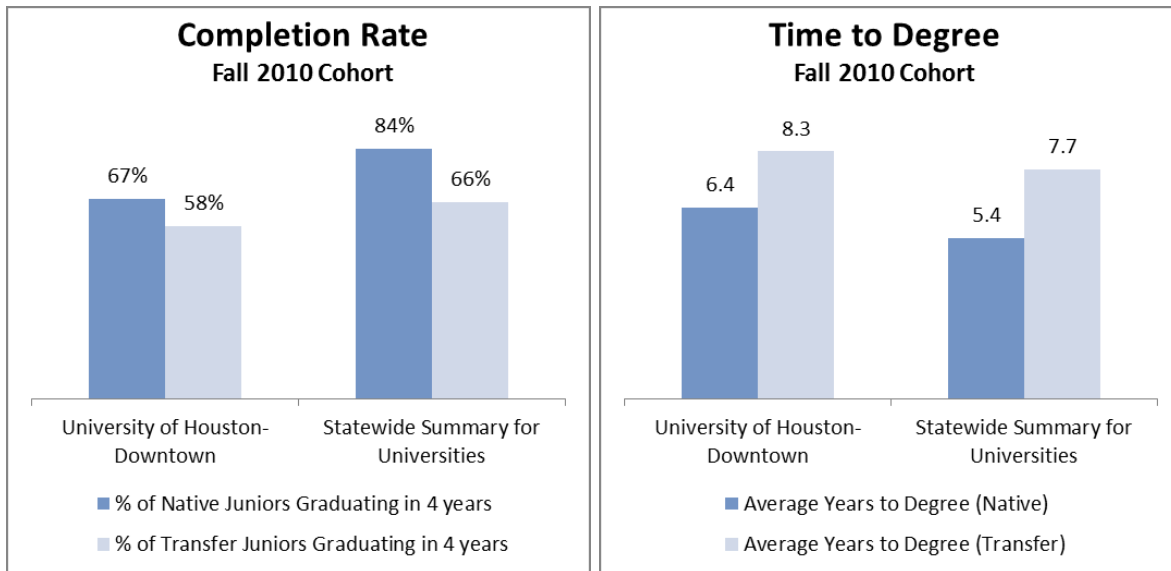
<i>34. List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
Partnered with Community College advisors to update information to make sure that advisors were able to provide students with the most current accurate information. We have made considerable progress in the area of timely or accurate transcript evaluation. There are few complaints from students and other departments in this regard.	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
a. The GPA implementation has been a new factor for us in building the transfer class. Denying students has forced us to recruit more students in order to reach our transfer enrollment projections. b. Some community colleges have had enrollment struggles and are making greater efforts to keep their student through graduating with their associates. c. Those same community colleges are limiting access to campus because they feel that allowing a four-year school on campus puts their enrollment targets in jeopardy. d. Community Colleges are beginning to see us more as competitors trying to take their students. That is why the counselor training programs are essential to building good relationships. It enables UHD to be positioned as a partner, not a competitor



University of Houston-Downtown (UH-Downtown) has made communication and partnerships with its nearby community colleges a priority. UH-Downtown cited a lack of course and program alignment with community colleges as a barrier to transfer, but the institution has been assertive in addressing the problem. UH-Downtown brokered five new articulation agreements this year in addition to the 225 academic agreements and 160 workforce agreements already in place with five colleges. UH-Downtown also stated they have made “considerable progress in the area of timely or accurate transcript evaluation,” and it has “partnered with Community College advisors to update information to make sure that advisors were able to provide students with the most current accurate information.” UH-Downtown seeks to facilitate communication with its partner institutions by offering counselor presentations about admissions processes, and direct student recruitment is done through campus visits and “Transfer Thursday” information and processing sessions.

Seventy percent of total financial aid went to transfer students, more than twice the state average of 31 percent. Transfer students received an average of \$8,848 of financial support, slightly below the state average of \$9,455. Only 1 percent of transfer students received aid targeted exclusively for them, suggesting the institution could do more to advertise or expand these opportunities.

UH-Downtown brought up an important and sometimes overlooked issue as their emerging barrier to transfer: raising the GPA for admissions reduces the available pool of students, making it more difficult to meet transfer enrollment projections, and therefore increasing pressure on recruitment. Increased recruitment, in turn, causes conflicts with the community colleges: “Community Colleges are beginning to see us more as competitors trying to take their students. That is why the counselor training programs are essential to building good relationships. It enables UHD to be positioned as a partner, not a competitor.”

The four-year completion rate for native students is up, from 64 percent for the 2009 cohort to 67 percent for the 2010 Cohort, and it is up for transfers, from 56 to 58 percent. The time to degree is down slightly for native juniors, 6.6 to 6.4 years, and up from the already high 8.1 to 8.3 years for transfer students. Native students take a full year longer to graduate than the state average, and transfer students take over a semester longer.

University of Houston-Victoria

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Not offered
4. <i>List activities included in transfer orientation.</i>	
NA	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	NA

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
NA	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Establish Transfer Scholarships for new transfer students	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://www.uhv.edu/transferadmissions/admissionsrequirements.aspx
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	12 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	14%
16. <i>Percentage of transfer students receiving financial aid?</i>	70 %
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$9,804
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	2%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	1
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	63
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	63
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	18

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	2

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	We place faculty and staff on Statewide committees, and we have broad participation in the faculty, staff, and administration for 2+2 agreements, which link community college and University advising.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	0
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	0

Barriers to Transfer

A. Rank Barriers

<i>33. Rank the barriers to transfer, with "1" being most problematic.</i>
1. Inaccurate and/or inadequate advising at the community college 2. Students transferring with excessive hours 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Lack of financial support for transfer students 5. Lack of resources at your institution to facilitate transfer of students from community colleges 6. Lack of course and program alignment with community colleges 7. Program admission requirements that are different from your institution's admission requirements

B. Additional Barriers

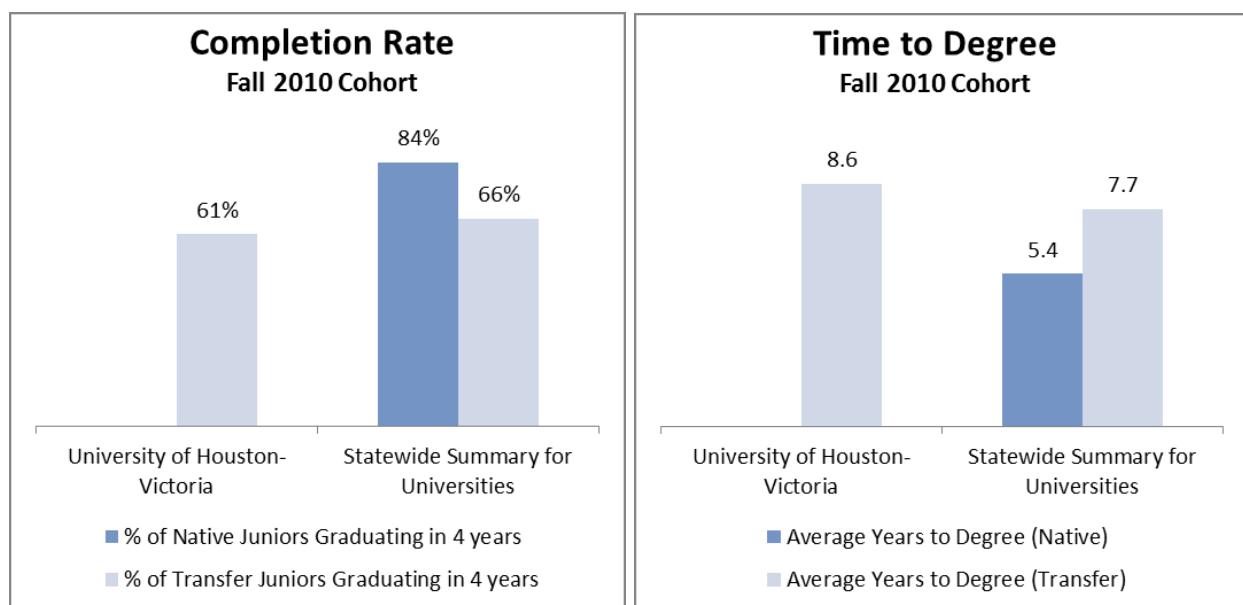
<i>34. List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

<i>35. In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
<i>36. Describe the systemic barriers to transfer and explain the resolution.</i>	
We systematized recruitment within Student Affairs, passing policies on the transfer of students from recruitment tons school advising, and then devised additional strategies for contacting students once the students had accepted financial aid.	

D. Emerging Issues

<i>37. Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
Not having sufficient courses in rotation cycle to meet face-to-face needs on the Victoria campus. Enough resources for online programs, but insufficient face-to-face courses



The University of Houston-Victoria (UH-Victoria) admitted its first freshman cohort in 2010; therefore, statistics about graduation are not yet available for the institution's native students. Transfer students at UH-Victoria primarily come from Houston Community College, Victoria College, and Wharton County Junior College.

UH-Victoria reported that, in 2014-2015, an average of \$9,804 in financial aid was awarded to 70 percent of its transfer students. Identifying the lack of financial support as a top barrier to transfer and naming the availability of transfer scholarships as a way to foster persistence, UH-Victoria awarded specifically designated scholarships to 2 percent of its transfer students in 2014-15.

UH-Victoria named additional major barriers to transfer as advising issues at community colleges, excessive hours accumulated by students prior to transfer, and insufficient course scheduling and rotations to meet students' needs. Also voicing concerns about alignment with community colleges, UH-Victoria currently maintains a total of 63 articulation agreements with 18 different community college in Texas.

UH-Victoria has received close to 350 transfer applications each year over the last six years and has enrolled approximately 200 students per year. Compared to last year's report, the average time taken for degree attainment among transfer students rose slightly from 8.2 to 8.6 years this year. The four-year completion rate for transfer students at UH-Victoria remains at 61 percent this year, which is identical to the average among its peer Master's Institutions.

University of North Texas

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	No

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Assignment of student mentors, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	92%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
Curriculum alignment – “pathways” – developed with primary feeder programs and colleges.	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
NA	
8. <i>Assimilation of transfer students during first semester?</i>	
Advising, Invitations to participate in programming, Invitations to engage with the Transfer Center, Targeted financial aid	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Advising, Invitations to participate in programming, Invitations to engage with the Transfer Center, Targeted financial aid	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://transferrnow.unt.edu
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none">• Minimum grade point average (GPA) required for transfer admissions.• Minimum semester credit hours a student is required to have to be considered for transfer admissions.• Number of semester credit hours students are required to take in residence at your institution for graduation.• Degree program guides that include Texas Common Courses Numbers (TCCNS).• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.• Scholarship and financial aid information specific to community college transfer students.• Also includes transfer-specific supports, specific checklists to follow, opportunities for online courses, honors program, etc.	

12. <i>Minimum GPA for transfer admissions.</i>	0-29 SCH - 2.5 GPA 30-44 SCH - 2.25 GPA 45 or more SCH - 2.0 GPA
13. <i>Minimum semester credit hours for transfer admissions.</i>	No minimum
14. <i>Semester credit hours in residency required for graduation.</i>	25%

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	13%
16. <i>Percentage of transfer students receiving financial aid?</i>	94%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$11,228
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	2
22. <i>Any existing articulation agreements updated 2014-2015?</i>	Yes
23. <i>Total number of articulation agreements currently in effect?</i>	67
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	67
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	7

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	6

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 150 Field of Study Curriculum: 50 Texas Tuning Project: 30 Voluntary Transfer Compacts: 30 ACGM Learning Outcomes Project: 0
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Faculty members have participated on THECB facilitated teams for the Tuning projects. Faculty members have participated in work with the Core Curriculum, including approval of core classes, and assessment of learning outcomes associated with the core curriculum. Faculty members have participated in THECB committees such as the ACGM, UEAC, and Vertical Alignment Teams.

31. Number of "vertical teaming" meetings with two-year college faculty 2014-2015?	3
32. Number of degree programs affected by "vertical teaming" meetings?	4

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
<ol style="list-style-type: none"> 1. Lack of financial support for transfer students 2. Lack of resources at your institution to facilitate transfer of students from community colleges 3. Lack of course and program alignment with community colleges 4. Inaccurate and/or inadequate advising at the community college 5. Program admission requirements that are different from your institution's admission requirements 6. Lack of timely and/or accurate transcript evaluation 7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 8. Students transferring with excessive hours 9. Programs at capacity at your institution 10. Lack of available academic programs to meet transfer students' needs

B. Additional Barriers

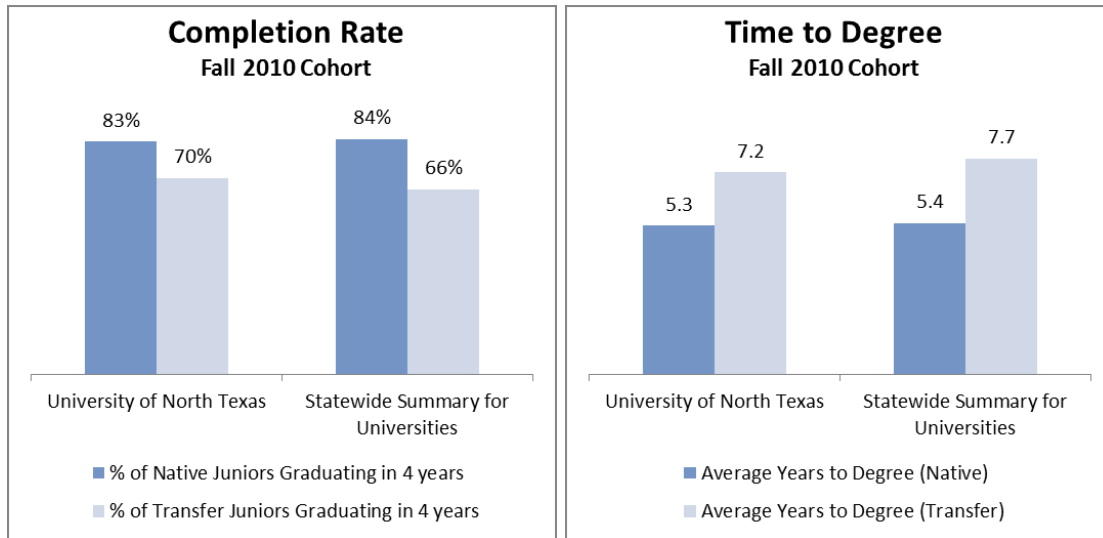
34. List additional significant barriers that apply to your institution.
<p>Lack of a fully integrated, online, statewide degree audit system. The development of such a resource might be the most helpful thing that the THECB could do to facilitate transfer.</p> <p>Community Colleges advise students to take classes for Associate Degree although they don't need the degree to transfer.</p>

C. Resolved Barriers

35. In 2014-2015 did your institution resolve any systemic barriers to transfer?	Yes
36. Describe the systemic barriers to transfer and explain the resolution.	
Successfully added course maps for some programs to guide students through the transfer process	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
<p>One barrier is the unintended consequence of outcome funding for the community colleges. Students who are pursuing a STEM degree are best served in "saving" some of their core classes until their junior and senior years, so that their academic schedules are not filled with exclusively difficult and lab-intensive courses. The push to finish the AS degree encourages them to complete the full core in the first two years and makes the last two years extremely difficult. The state needs to recognize this and allow community colleges to receive completion credit for 60 hours that better serve STEM students in their first two years.</p>



Located north of the Dallas-Fort Worth metropolitan area, the University of North Texas (UNT) serves transfer students primarily from surrounding community college systems, including Collin College, the Dallas County Community College District, North Central Texas College, and Tarrant County College District. While financial support for transfer students was reported as challenging, in 2014-15 UNT offered an impressive average amount of \$11,228 in financial aid to 94 percent of its transfer students.

Viewing course and program alignment and advising at community colleges as major barriers to transfer, UNT has engaged in curriculum alignment efforts with its key feeder programs and colleges. It reported 67 articulation agreements with seven Texas community colleges. UNT faculty has been participants in various statewide transfer initiatives, including Texas Core Curriculum and Field of Study Curriculum. In addition, to address the challenge from a lack of resources to facilitate transfer, UNT offers a mandatory, transfer-student orientation program that includes not only advising and registration, but also includes assigning student mentors. In the 2014-2015 school year, UNT created course maps for a number of programs to guide students through the transfer process.

UNT has maintained a steady number of approximately 1,800 enrolled community college transfer students over the past six years and also has maintained a stable four-year completion rate among transfer students at around 70 percent, which is slightly higher than the average of 66 percent among its peer Emerging Research Institutions. For the last three years, the average time taken for transfer students at UNT to graduate has been approximately seven years.

University of North Texas at Dallas

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered and required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	100%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
"On the Spot" admissions, program-specific articulation agreements	
8. <i>Assimilation of transfer students during first semester?</i>	
Specific transfer events through Student Affairs.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Required academic advising. Available learning commons resources.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	www.untDallas.edu/undergrad/transfers
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum SCH a student is required to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	No minimum
14. <i>Semester credit hours in residency required for graduation.</i>	30 SCH

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	25%
16. <i>Percentage of transfer students receiving financial aid?</i>	61%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$9,178.85
18. <i>Institutional scholarships designated for transfer students?</i>	No
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	NA

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	5
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	5
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	0
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	0
26. <i>Articulation agreements with how many community colleges?</i>	2

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 50 Field of Study Curriculum: 50 Texas Tuning Project: 50 Voluntary Transfer Compacts: 50 ACGM Learning Outcomes Project: 30
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	NA
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	4
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	5

Barriers to Transfer

A. Rank Barriers

33. <i>Rank the barriers to transfer, with "1" being most problematic.</i>
1. Students transferring with excessive hours 2. Lack of course and program alignment with community colleges 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Lack of available academic programs to meet transfer students' needs 5. Inaccurate and/or inadequate advising at the community college 6. Lack of financial support for transfer students 7. Lack of timely and/or accurate transcript evaluation

B. Additional Barriers

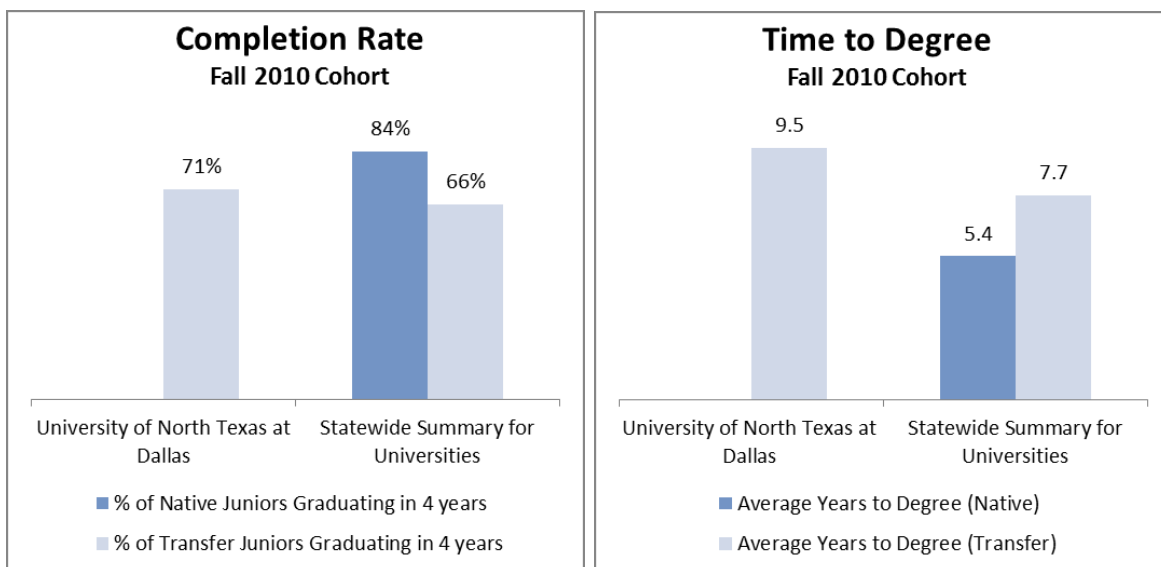
34. <i>List additional significant barriers that apply to your institution.</i>
NA

C. Resolved Barriers

35. <i>In 2014-2015 did your institution resolve any systemic barriers to transfer?</i>	Yes
36. <i>Describe the systemic barriers to transfer and explain the resolution.</i>	
Aligned the UNT Dallas core curriculum with community college core curriculum	

D. Emerging Issues

37. <i>Any emerging issues that you see likely to cause barriers to transfer in the future?</i>
NA



As a relatively new university, the University of North Texas at Dallas (UNT-Dallas) has made an investment in effective recruiting strategies. UNT-Dallas mentioned several outreach strategies in the 2013 report: monthly recruitment days on each community college partner's campus, sponsorship of events designed to streamline the transfer process, work with Phi Theta Kappa and other community college chapters of clubs and organizations, and a program in the registrar's office to quickly audit transfer students' transcripts for relevant transferrable credits and provide feedback to students. For 2014, the university added a new program, "On the Spot" admissions.

UNT-Dallas has five articulation agreements and held four vertical team meetings in 2014. Increases in those numbers over future years will likely help address one of their identified barriers to transfer – a lack of program alignment with area colleges. UNT-Dallas did align its core curriculum with the core at the Dallas County Community College District (DCCCD).

Sixty-one percent of transfer students received financial aid in 2014 at an average of \$9,178.85. One-quarter of all financial aid went to transfer students, but there are no specific scholarships reserved for them.

Because UNT-Dallas is a new public university that only began enrolling freshmen in 2009, there are not enough data to produce charts for time-to-degree and completion rates for native students. Completion rates for transfers are down from 72 to 71 percent. The time to degree for transfer students is the same as last year at 9.5 years, almost two full years above the state average of 7.7. This suggests students may be taking too many courses while they are in community college, which are not transferring to degree programs at UNT-Dallas, a situation identified by the institution as a barrier to transfer. Seventy-nine percent of transfer students in fall 2013 were from the nearby DCCCD, so likely, it would be effective if UNT-Dallas increased advising outreach to those nearby campuses.

West Texas A&M University

Services Provided for Transfer Students

A. Advising

1. <i>Academic advising required?</i>	Yes
2. <i>Do academic advisors receive transfer-specific training?</i>	Yes

B. Orientation

3. <i>Is there an orientation program for transfer students?</i>	Offered, but not required
4. <i>List activities included in transfer orientation.</i>	
Advising with professional advisors, Advising with faculty advisors, Registration, Student organizations' presentations, Assignment of student mentors, Assignment of faculty/staff mentors, Financial aid advising, Meetings specific to academic program majors, Campus tour, Meal, Parent/family participation and sessions	
5. <i>Percentage of transfer students participating in orientation program 2014-2015?</i>	25%

C. Outreach and Success Programs

6. <i>Outreach efforts conducted on college campuses 2014-2015?</i>	Recruitment, Advising
<i>Other efforts:</i>	
NA	
7. <i>New transfer student success programs initiated 2014-2015.</i>	
Implementation of Student Planning module from Colleague to assist students with degree planning and completion	
8. <i>Assimilation of transfer students during first semester?</i>	
Connection to academic department/departamental advisor during initial advising appointment; personal phone calls to each transfer student by Transfer Student Mentor; welcome events for new transfer students each semester; targeted emails from Transfer Services during the first semester.	
9. <i>Support of new transfer students to encourage persistence during first year?</i>	
Transfer Services, Transfer Student Mentor program, Tutoring/Testing Services, MathLab, Writing Center, Career Services, Student Disability Services, Counseling Services, Veterans Services.	

D. Website

10. <i>Does website have information for transfer students?</i>	Yes
<i>URL:</i>	http://wtamu.edu/transfer
11. <i>Items included on institutional website for transfer students.</i>	
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions. • Minimum semester credit hours a student is required to have to be considered for transfer admissions. • Number of semester credit hours students are required to take in residence at your institution for graduation. • Degree program guides that include Texas Common Courses Numbers (TCCNS). 	

<ul style="list-style-type: none"> • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students. 	
12. <i>Minimum GPA for transfer admissions.</i>	2.0
13. <i>Minimum semester credit hours for transfer admissions.</i>	12 SCH
14. <i>Semester credit hours in residency required for graduation.</i>	39 advanced hours

E. Financial Aid

15. <i>Percentage of total undergraduate financial aid to transfer students 2014-2015?</i>	15%
16. <i>Percentage of transfer students receiving financial aid?</i>	75%
17. <i>Average amount of financial aid awarded per transfer student?</i>	\$8042
18. <i>Institutional scholarships designated for transfer students?</i>	Yes
19. <i>Percentage of transfer students receiving institutional scholarships 2014-2015?</i>	1%

Transfer Pathways

A. Academic and Workforce Articulation Agreements

20. <i>New articulation agreements with Texas community colleges 2014-2015?</i>	Yes
21. <i>How many new articulation agreements during 2014-2015?</i>	2
22. <i>Any existing articulation agreements updated 2014-2015?</i>	No
23. <i>Total number of articulation agreements currently in effect?</i>	23
24. <i>How many academic (AA, AS, AAT) articulation agreements in effect?</i>	19
25. <i>How many workforce (AAS) articulation agreements in effect?</i>	9
26. <i>Articulation agreements with how many community colleges?</i>	23

B. Dual Admission Agreements (DAA)

27. <i>Any new dual admission agreements with Texas community colleges 2014-2015?</i>	No
28. <i>Number of colleges with which there is at least one DAA?</i>	0

C. Faculty Participation

29. <i>Number of faculty getting training on statewide transfer initiatives?</i>	Texas Core Curriculum: 125 Field of Study Curriculum: 4 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 2
30. <i>How do you encourage faculty participation in statewide transfer initiatives?</i>	Participation in P-16 Council; service on THECB committees and workgroups.
31. <i>Number of "vertical teaming" meetings with two-year college faculty 2014-2015?</i>	11
32. <i>Number of degree programs affected by "vertical teaming" meetings?</i>	9

Barriers to Transfer

A. Rank Barriers

33. Rank the barriers to transfer, with "1" being most problematic.
1. Lack of timely and/or accurate transcript evaluation 2. Inaccurate and/or inadequate advising at the community college 3. Students transferring with excessive hours 4. Lack of course and program alignment with community colleges 5. Programs at capacity at your institution 6. Program admission requirements that are different from your institution's admission requirements 7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 8. Lack of financial support for transfer students 9. Lack of resources at your institution to facilitate transfer of students from community colleges 10. Lack of available academic programs to meet transfer students' needs

B. Additional Barriers

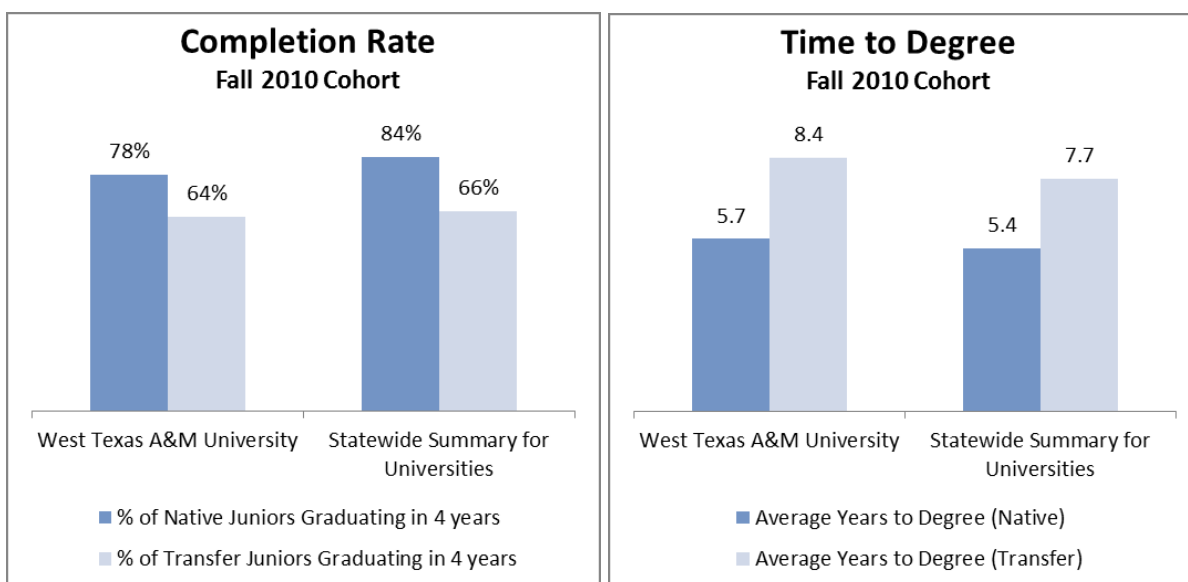
34. List additional significant barriers that apply to your institution.
NA

C. Resolved Barriers

35. In 2014-2015 did your institution resolve any systemic barriers to transfer?	No
36. Describe the systemic barriers to transfer and explain the resolution.	
NA	

D. Emerging Issues

37. Any emerging issues that you see likely to cause barriers to transfer in the future?
Delay in evaluation of transcripts. This issue has been addressed, but not yet solved. The delay causes problems in academic advising and course registration, degree plan paperwork completion, the degree requirement change process, and Financial Aid.



West Texas A&M University (West Texas) has excellent outreach to transfer students, including personal phone calls to each transfer student by a transfer student mentor. There is an optional orientation with a range of services and information, including advising and the assignment of student and faculty mentors, but the orientation is not required and only 25 percent of transfer students attend. This year, West Texas will implement a new program, a student planning module to help with degree planning.

Fifteen percent of the total financial aid went to 75 percent of transfer students at an average of \$8,042. Only 1 percent of transfer students received the scholarships designated for transfer students, however, suggesting that more can be done to expand eligibility or get the word out about these scholarship opportunities.

West Texas has been active with articulation agreements, creating two this year for a total of 23 with 23 different colleges. There were 11 vertical team meetings, more than the state average of 7.

West Texas cited their top barrier to successful transfer as a lack of timely transcript evaluation. The institution describes how transcript evaluation is no small problem, as it cascades into other problems for transfer students: "The delay causes problems in academic advising and course registration, degree plan paperwork completion, the degree requirement change process, and financial aid."

Four-year completion rates for native juniors are down from 82 percent for the 2009 cohort to 78 percent for the 2010 cohort. They are up slightly for transfer students, however, moving from 62 to 64 percent. Time to degree is the same for native juniors, 5.7 years, but it has increased slightly for transfer students from 8.1 to 8.4 years. This increase brings the time to degree for transfer students to over a semester longer than the state average.

Appendix A

House Bill 1, General Appropriations Act, 84th Texas Legislature, Special Provisions Relating Only to State Agencies of Higher Education, Section 52 (III-256)

Sec. 52. Community College Transfer Student Reporting Requirement.

All General Academic Institutions shall use their respective Education and General funds appropriated in this Act to develop and submit an annual report to the Texas Higher Education Coordinating Board (THECB) that details the institution's goals to increase the number, success, and persistence of community college transfer students as measured by THECB. The report shall assess each institution's existing academic and technical transfer pathways, identify each institution's barriers to transfer, and define emerging issues.

The report shall detail institution actions to serve current and future transfer students through local and regional articulation agreements with faculty collaboration, community college program enhancements, student outreach and advising, website information development, targeted financial aid, university student success programs, and degree program alignment.

The THECB shall provide performance data by institution (application rates, admission rates, financial aid awarded, time-to-degree, and baccalaureate graduation rates) of transfer and native students by program completion at community colleges and universities during the preceding fiscal year. The THECB shall conduct a comparative analysis of the institutional reports and the performance data. The THECB shall submit an annual report to the Legislature that evaluates actions to increase the number, success, and persistence of community college transfer students and make recommendations to meet state goals.

The report shall be delivered to the House Appropriations Committee, the Senate Finance Committee, the Legislative Budget Board and the Governor by November 1 of each year.

Appendix B: Transfer Survey Instrument 2015

TEXAS HIGHER EDUCATION COORDINATING BOARD
1200 E. Anderson Lane, Austin, Texas

Community College Transfer Student Report Survey 2015

I. Institutional Information

- a. Please enter the institution's name.
- b. Please enter the contact information of the person responsible for completing the responses required in this survey and include:
 1. Name, Title and Department
 2. Email address
 3. Telephone number(s)
- c. Please enter the contact information of an alternate contact person and include: Name, Title and Department
 1. Name, Title and Department
 2. Email address
 3. Telephone number(s)

II. Service to Transfer Students

A. Advising

1. Does your institution require academic advising for new transfer students?
____yes ____no
2. Do your institution's academic advisors receive training specific to transfer students? ____yes ____no

B. Orientation

3. Does your institution have an orientation program specifically tailored for transfer students?
____Offered, but not required
____Offered and required
____Not offered

(Skip question 4 if your institution does not offer a transfer orientation. Go to question 5.)

4. Please check the activities included in the transfer orientation. Select all that apply.
____Advising with professional advisors
____Advising with faculty advisors

- ☐ Registration
- ☐ Student organizations' presentations
- ☐ Assignment of student mentors
- ☐ Assignment of faculty/staff mentors
- ☐ Financial aid advising
- ☐ Meetings specific to academic program majors
- ☐ Campus tour
- ☐ Meal
- ☐ Parent/family participation and sessions
- ☐ Other (Please briefly describe below.)

5. What percentage of your institution's transfer students participated in an orientation program for the 2014-2015 school year? ____%

C. Outreach and Success Programs

6. What outreach efforts, if any, did your institution conduct on the campuses of your community college partners during the 2014-2015 school year? (Select all that apply.)

- ☐ Recruitment
- ☐ Advising
- ☐ Other (Please briefly describe below.)
- ☐ No outreach effort conducted

7. List any new transfer student success programs initiated for the first time in 2014-2015.

8. How does your institution facilitate assimilation of transfer students during their first semester of attendance?

9. How does your institution provide support to new transfer students to encourage persistence during their first year of attendance?

D. Website

10. Does your institutional website have a section for information tailored to the needs of transfer students? If yes, provide the URL.

(Skip question 11 if there is not a transfer-specific section on your institution's website. Go to question 12.)

11. Please indicate the items included on the institutional website for transfer students. Select all that apply.

- ☐ Minimum grade point average (GPA) required for transfer admissions.
- ☐ Minimum semester credit hours a student is required to have to be considered for transfer admissions.
- ☐ Number of semester credit hours students are required to take in residence at your institution for graduation.
- ☐ Degree program guides that include Texas Common Courses Numbers (TCCNS).

- ____ A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.
- ____ Scholarship and financial aid information specific to community college transfer students.
- ____ Other information. Please briefly describe below.

12. Please provide minimum GPA for transfer admissions. ____
13. Please provide minimum semester credit hours for transfer admissions. ____
14. Please provide academic residency semester credit hours required for graduation. ____

E. Financial Aid

15. What percentage of total undergraduate financial aid went to transfer students during the 2014-2015 school year? ____%
16. What percentage of transfer students received financial aid? ____%
17. What was the average amount of financial aid awarded per transfer student?
\$ _____
18. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
____yes ____no

(Go to question 20 if you answered no to question 18.)

19. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2014-2015 school year? ____%

III. Transfer Pathways

A. Academic and Workforce Articulation Agreements

Articulation agreements should include course equivalencies and specific degree program applicability of courses and are signed by institutional representatives. Multiple transfer planning guides/degree guides attached to a general transfer agreement do not count as separate agreements.

20. Were any articulation agreements with Texas community colleges executed for the first time during the 2014-2015 school year? ____yes ____no
(Go to question 22 if you answered no to question 20.)

21. How many new articulation agreements were executed during the 2014-2015 school year? ____
22. Were any existing articulation agreements with Texas community colleges updated during the 2014-2015 school year? ____yes ____no
23. What is the total number of articulation agreements currently in effect with Texas community colleges? ____

24. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect? _____
25. How many *workforce* (AAS) articulation agreements are currently in effect? _____
26. What is the number of Texas community colleges with which your institution has at least one articulation agreement? _____
- B. Dual Admission Agreements (DAA). DAAs are formal agreements between a two-year and a four-year institution to jointly admit eligible students in order to ensure a seamless transfer.
27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2014-2015 school year? ____yes ____no
28. What is the number of Texas community colleges with which your institution has at least one DAA? _____
- C. Faculty Participation
29. How many of your faculty have ever received training specific to the following statewide transfer initiatives? Give the number of faculty for all that apply.
- ____ Texas Core Curriculum
 - ____ Field of Study Curriculum
 - ____ Texas Tuning Project
 - ____ Voluntary Transfer Compacts
 - ____ ACGM Learning Outcomes Project
 - ____ None of the above
30. How does your institution encourage faculty participation in statewide initiatives that aim to improve transfer?
31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2014-2015 school year? _____
32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2014-2015 school year? _____

IV. Barriers to Transfer

33. The following have been identified as barriers to transfer. Not all may apply to your institution. Please select only those experienced at your institution and rank the applicable items based on how problematic the issues are at your institution, with "1" being most problematic, "2" being the next most problematic and so on. If all issues are selected, "10" will represents least problematic.
- ____ Lack of timely and/or accurate transcript evaluation
 - ____ Lack of financial support for transfer students
 - ____ Lack of resources at your institution to facilitate transfer of students from community colleges

- ☐ Inaccurate and/or inadequate advising at the community college
 - ☐ Lack of available academic programs to meet transfer students' needs
 - ☐ Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
 - ☐ Program admission requirements that are different from your institution's admission requirements
 - ☐ Lack of course and program alignment with community colleges
 - ☐ Students transferring with excessive hours
 - ☐ Programs at capacity at your institution
34. Please list and describe additional significant barriers not included in the above list for ranking.
35. During the 2014-2015 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
☐ yes ☐ no
(Go to question 37 if you answered no to question 35.)
36. Please describe the systemic barriers to transfer which were addressed during the 2014-2015 school year and explain the resolution.
37. Are there any emerging issues at your institution that you see likely to cause barriers to transfer in the future? Please describe in detail.

Appendix C: Texas Applicants, Acceptances, and Enrollment Fall 2009-2014 by Institution

Peer	Year	INSTITUTION	FTUG APPLICANTS					TRANSFER APPLICANTS				
			Apply	Accept	% of Apply	Enroll	% of Accept	Apply	Accept	% of Apply	Enroll	% of Accept
M	2009	ANGELO STATE UNIVERSITY	3,453	2,760	80%	1,442	52%	308	259	84%	187	72%
M	2010	ANGELO STATE UNIVERSITY	3,287	2,952	90%	1,437	49%	313	296	95%	199	67%
M	2011	ANGELO STATE UNIVERSITY	3,512	2,792	79%	1,421	51%	293	265	90%	167	63%
M	2012	ANGELO STATE UNIVERSITY	3,477	2,307	66%	1,341	58%	250	203	81%	140	69%
M	2013	ANGELO STATE UNIVERSITY	3,609	2,049	57%	1,173	57%	257	194	76%	150	77%
M	2014	ANGELO STATE UNIVERSITY	3,419	2,797	82%	1,230	44%	226	196	87%	125	64%
		change	-34	37		-212		-82	-63		-62	
		percent change	-1%	1%		-15%		-27%	-24%		-33%	
		average yield					52%					69%
M	2009	MIDWESTERN STATE UNIV.	1,754	1,437	82%	669	47%	425	393	92%	239	61%
M	2010	MIDWESTERN STATE UNIV.	1,803	1,465	81%	690	47%	381	358	94%	235	66%
M	2011	MIDWESTERN STATE UNIV.	1,938	1,314	68%	586	45%	334	309	93%	188	61%
M	2012	MIDWESTERN STATE UNIV.	1,945	1,440	74%	553	38%	364	325	89%	186	57%
M	2013	MIDWESTERN STATE UNIV.	2,898	2,062	71%	780	38%	358	333	93%	202	61%
M	2014	MIDWESTERN STATE UNIV.	3,313	1,894	57%	786	41%	346	291	84%	176	60%
		change	1,559	457		117		-79	-102		-63	
		percent change	89%	32%		17%		-19%	-26%		-26%	
		average yield					43%					61%
M	2009	SUL ROSS RIO GRANDE						66	66	100%	33	50%
M	2010	SUL ROSS RIO GRANDE						48	48	100%	24	50%
M	2011	SUL ROSS RIO GRANDE						74	74	100%	52	70%
M	2012	SUL ROSS RIO GRANDE						66	66	100%	45	68%
M	2013	SUL ROSS RIO GRANDE						88	88	100%	55	63%
M	2014	SUL ROSS RIO GRANDE						96	96	100%	66	69%
		change						30	30		33	
		percent change						45%	45%		100%	
		average yield										62%
M	2009	SUL ROSS STATE UNIV	600	593	99%	2	0%	61	61	100%	23	38%
M	2010	SUL ROSS STATE UNIV	811	797	98%	321	40%	91	89	98%	58	65%
M	2011	SUL ROSS STATE UNIV	1,003	976	97%	340	35%	96	92	96%	58	63%
M	2012	SUL ROSS STATE UNIV	749	557	74%	232	42%	83	78	94%	57	73%
M	2013	SUL ROSS STATE UNIV	906	855	94%	287	34%	88	81	92%	52	64%
M	2014	SUL ROSS STATE UNIV	982	917	93%	323	35%	70	62	89%	41	66%
		change 2010 to 2014 for FTUG	171	120		2		9	1		18	
		percent change	21%	15%		1%		15%	2%		78%	
		average yield					31%					62%
M	2009	TEXAS A&M AT GALVESTON	877	852	97%	450	53%	54	54	100%	42	78%
M	2010	TEXAS A&M AT GALVESTON	1,177	1,097	93%	540	49%	53	50	94%	39	78%
M	2011	TEXAS A&M AT GALVESTON	1,326	955	72%	543	57%	73	60	82%	49	82%
M	2012	TEXAS A&M AT GALVESTON	1,355	981	72%	477	49%	79	74	94%	57	77%
M	2013	TEXAS A&M AT GALVESTON	1,194	874	73%	475	54%	96	93	97%	73	79%
M	2014	TEXAS A&M AT GALVESTON	1,183	868	73%	457	53%	116	109	94%	85	78%

		change percent change average yield	306 35%	16 2%		7 2%	52%	62 115%	55 102%		43 102%	78%
M	2009	TEXAS A&M –CENTRAL TX						192	189	98%	111	59%
M	2010	TEXAS A&M –CENTRAL TX						148	145	98%	106	73%
M	2011	TEXAS A&M –CENTRAL TX						157	150	96%	104	69%
M	2012	TEXAS A&M –CENTRAL TX						169	164	97%	115	70%
M	2013	TEXAS A&M –CENTRAL TX						185	178	96%	144	81%
M	2014	TEXAS A&M –CENTRAL TX						125	119	95%	48	40%
		change						-67	-70		-63	
		percent change						-35%	-37%		-57%	
		average yield										65%
M	2009	TEXAS A&M -TEXARKANA	0	0	0%	0	0%	101	86	85%	61	71%
M	2010	TEXAS A&M -TEXARKANA	118	77	65%	61	79%	187	169	90%	121	72%
M	2011	TEXAS A&M -TEXARKANA	311	240	77%	148	62%	163	151	93%	116	77%
M	2012	TEXAS A&M -TEXARKANA	289	210	73%	148	70%	93	87	94%	71	82%
M	2013	TEXAS A&M -TEXARKANA	312	230	74%	0	0%	87	81	93%	51	63%
M	2014	TEXAS A&M -TEXARKANA	207	207	100%	0	0%	73	70	96%	26	37%
		change 2010-2014 for FTUG	89	130		-61		-28	-16		-35	
		percent change	75%	169%		100%		-28%	-19%		-57%	
		average yield					35%					67%
M	2009	TEXAS A&M -SAN ANTONIO						262	184	70%	179	97%
M	2010	TEXAS A&M -SAN ANTONIO						575	526	91%	406	77%
M	2011	TEXAS A&M -SAN ANTONIO						458	416	91%	296	71%
M	2012	TEXAS A&M -SAN ANTONIO						512	452	88%	307	68%
M	2013	TEXAS A&M -SAN ANTONIO						616	562	91%	400	71%
M	2014	TEXAS A&M -SAN ANTONIO						580	490	84%	359	73%
		change						318	306		180	
		percent change						121%	166%		101%	
		average yield										76%
M	2009	UH-CLEAR LAKE						545	539	99%	449	83%
M	2010	UH-CLEAR LAKE						575	556	97%	442	79%
M	2011	UH-CLEAR LAKE						565	541	96%	416	77%
M	2012	UH-CLEAR LAKE						602	573	95%	456	80%
M	2013	UH-CLEAR LAKE						631	616	98%	454	74%
M	2014	UH-CLEAR LAKE	1,020	591	58%	233	39%	810	747	92%	579	78%
		change						265	208		130	
		percent change						49%	39%		29%	
		average yield										78%
M	2009	UH-DOWNTOWN	2,297	2,290	100%	1,032	45%	929	929	100%	607	65%
M	2010	UH-DOWNTOWN	2,318	2,313	100%	1,073	46%	1,013	1,012	100%	669	66%
M	2011	UH-DOWNTOWN	2,780	2,691	97%	1,104	41%	993	991	100%	681	69%
M	2012	UH-DOWNTOWN	4,033	3,646	90%	1,381	38%	1,187	1,181	99%	819	69%
M	2013	UH-DOWNTOWN	3,044	2,900	95%	1,106	38%	1,329	1,323	100%	804	61%
M	2014	UH-DOWNTOWN	3,144	2,650	84%	973	37%	1,369	1,352	99%	903	67%
		change	847	360		-59		440	423		296	
		percent change	37%	16%		-6%		47%	46%		49%	
		average yield					41%					66%
M	2009	U. OF HOUSTON-VICTORIA						292	275	94%	192	70%

M	2010	U. OF HOUSTON-VICTORIA	535	496	93%	181	36%	373	344	92%	224	65%
M	2011	U. OF HOUSTON-VICTORIA	961	741	77%	145	20%	352	325	92%	216	66%
M	2012	U. OF HOUSTON-VICTORIA	1,356	1,145	84%	243	21%	311	289	93%	195	67%
M	2013	U. OF HOUSTON-VICTORIA	1,736	1,405	81%	267	19%	343	317	92%	218	69%
M	2014	U. OF HOUSTON-VICTORIA	2,321	2,105	91%	324	15%	354	331	94%	202	61%
		2010 to 2014 for FTUG	1,786	1,609		143		-19	-13		-22	
		percent change	334%	324%		79%		-5%	-4%		-10%	
		average yield					22%					66%
M	2009	UT AT BROWNSVILLE	3,613	3,613	100%	353	10%	201	201	100%	33	16%
M	2010	UT AT BROWNSVILLE	3,202	3,202	100%	508	16%	195	195	100%	49	25%
M	2011	UT AT BROWNSVILLE	3,406	3,406	100%	1,455	43%	180	180	100%	52	29%
M	2012	UT AT BROWNSVILLE	2,415	2,415	100%	838	35%	181	181	100%	63	35%
M	2013	UT AT BROWNSVILLE	1,527	1,232	81%	930	76%	152	97	64%	63	65%
M	2014	UT AT BROWNSVILLE	1,160	1,158	100%	859	74%	148	147	99%	109	74%
		change	-2,453	-2,455		506		-53	-54		76	
		percent change	-68%	-68%		143%		-26%	-27%		230%	
		average yield					42%					41%
M	2009	U. OF TEXAS AT TYLER	1,512	1,296	86%	550	42%	776	756	97%	497	66%
M	2010	U. OF TEXAS AT TYLER	1,504	1,273	85%	557	44%	695	680	98%	445	65%
M	2011	U. OF TEXAS AT TYLER	1,768	1,285	73%	609	47%	574	540	94%	353	65%
M	2012	U. OF TEXAS AT TYLER	1,901	1,546	81%	601	39%	611	595	97%	360	61%
M	2013	U. OF TEXAS AT TYLER	2,052	1,682	82%	688	41%	615	599	97%	387	65%
M	2014	U. OF TEXAS AT TYLER	2,062	1,722	84%	657	38%	653	632	97%	396	63%
		change	550	426		107		-123	-124		-101	
		percent change	36%	33%		19%		-16%	-16%		-20%	
		average yield					42%					64%
M	2009	UT-PERMIAN BASIN	924	788	85%	314	40%	289	263	91%	192	73%
M	2010	UT-PERMIAN BASIN	892	707	79%	340	48%	338	315	93%	217	69%
M	2011	UT-PERMIAN BASIN	903	742	82%	323	44%	301	291	97%	185	64%
M	2012	UT-PERMIAN BASIN	961	804	84%	340	42%	302	286	95%	179	63%
M	2013	UT-PERMIAN BASIN	902	739	82%	307	42%	359	343	96%	205	60%
M	2014	UT-PERMIAN BASIN	1,159	1,008	87%	401	40%	413	402	97%	258	64%
		change	235	220		87		124	139		66	
		percent change	25%	28%		28%		43%	53%		34%	
		average yield					43%					65%
M	2009	UNT-Dallas										
M	2010	UNT-Dallas	461	309	67%	48	16%	318	315	99%	187	59%
M	2011	UNT-Dallas	400	309	77%	83	27%	303	280	92%	164	59%
M	2012	UNT-Dallas	976	690	71%	173	25%	337	323	96%	164	51%
M	2013	UNT-Dallas	1,009	625	62%	0	0%	203	178	88%	125	70%
M	2014	UNT-Dallas	1,007	728	72%	124	17%	408	372	91%	256	69%
		change Fall 2010 to 2014	546	419		76		90	57		69	
		percent change	118%	136%		158%		28%	18%		37%	
		average yield					17%					62%
C	2009	LAMAR UNIVERSITY	3,714	3,198	86%	1,500	47%	539	467	87%	296	63%
C	2010	LAMAR UNIVERSITY	4,647	3,389	73%	1,484	44%	590	487	83%	290	60%
C	2011	LAMAR UNIVERSITY	4,172	2,792	67%	1,705	61%	580	491	85%	303	62%
C	2012	LAMAR UNIVERSITY	4,692	4,140	88%	1,582	38%	502	449	89%	269	60%
C	2013	LAMAR UNIVERSITY	4,614	3,525	76%	1,451	41%	513	472	92%	287	61%
C	2014	LAMAR UNIVERSITY	4,504	3,510	78%	1,419	40%	505	459	91%	284	62%

		change	790	312		-81		-34	-8		-12	
		percent change	21%	10%		-5%		-6%	-2%		-4%	
		average yield					45%					61%
C	2009	PRAIRIE VIEW A&M UNIV.	3,164	2,724	86%	1,481	54%	247	195	79%	114	58%
C	2010	PRAIRIE VIEW A&M UNIV.	3,403	2,941	86%	1,598	54%	270	210	78%	125	60%
C	2011	PRAIRIE VIEW A&M UNIV.	3,766	3,256	86%	1,490	46%	261	194	74%	97	50%
C	2012	PRAIRIE VIEW A&M UNIV.	4,114	3,526	86%	1,406	40%	350	258	74%	137	53%
C	2013	PRAIRIE VIEW A&M UNIV.	3,991	3,340	84%	1,302	39%	363	302	83%	149	49%
C	2014	PRAIRIE VIEW A&M UNIV.	4,228	3,574	85%	1,446	40%	410	360	88%	182	51%
		change	1,064	850		-35		163	165		68	
		percent change	34%	31%		-2%		66%	85%		60%	
		average yield					46%					53%
C	2009	STEPHEN F. AUSTIN STATE	7,774	6,531	84%	2,537	39%	796	763	96%	493	65%
C	2010	STEPHEN F. AUSTIN STATE	6,323	4,727	75%	1,830	39%	806	768	95%	469	61%
C	2011	STEPHEN F. AUSTIN STATE	9,121	7,176	79%	2,564	36%	817	764	94%	478	63%
C	2012	STEPHEN F. AUSTIN STATE	9,476	6,760	71%	2,097	31%	822	773	94%	506	65%
C	2013	STEPHEN F. AUSTIN STATE	9,456	6,722	71%	2,201	33%	698	650	93%	423	65%
C	2014	STEPHEN F. AUSTIN STATE	8,875	6,389	72%	2,164	34%	763	726	95%	502	69%
		change	1,101	-142		-373		-33	-37		9	
		percent change	14%	-2%		-15%		-4%	-5%		2%	
		average yield					35%					65%
C	2009	TARLETON STATE UNIV.	2,629	2,150	82%	1,212	56%	605	558	92%	420	75%
C	2010	TARLETON STATE UNIV.	3,318	2,788	84%	1,442	52%	664	618	93%	478	77%
C	2011	TARLETON STATE UNIV.	3,796	3,127	82%	1,555	50%	741	694	94%	523	75%
C	2012	TARLETON STATE UNIV.	4,547	3,609	79%	1,690	47%	783	720	92%	535	74%
C	2013	TARLETON STATE UNIV.	4,918	3,919	80%	1,803	46%	858	818	95%	551	67%
C	2014	TARLETON STATE UNIV.	6,505	4,942	76%	2,042	41%	876	818	93%	581	71%
		change	3,876	2,792		830		271	260		161	
		percent change	147%	130%		68%		45%	47%		38%	
		average yield					49%					73%
C	2009	TX A&M INTERN'L UNIV	1,960	1,945	99%	791	41%	337	330	98%	228	69%
C	2010	TX A&M INTERN'L UNIV	2,056	2,045	99%	963	47%	336	326	97%	220	67%
C	2011	TX A&M INTERN'L UNIV	2,029	2,004	99%	831	41%	385	365	95%	289	79%
C	2012	TX A&M INTERN'L UNIV	2,079	1,930	93%	822	43%	363	325	90%	236	73%
C	2013	TX A&M INTERN'L UNIV	2,250	2,071	92%	919	44%	432	362	84%	283	78%
C	2014	TX A&M INTERN'L UNIV	2,761	2,574	93%	984	38%	431	418	97%	305	73%
		change	801	629		193		94	88		77	
		percent change	41%	32%		24%		28%	27%		34%	
		average yield					42%					73%
C	2009	WEST TEXAS A&M UNIV.	2,814	2,145	76%	1,090	51%	537	527	98%	361	69%
C	2010	WEST TEXAS A&M UNIV.	3,108	2,475	80%	1,113	45%	484	468	97%	321	69%
C	2011	WEST TEXAS A&M UNIV.	3,178	2,193	69%	1,073	49%	462	427	92%	343	80%
C	2012	WEST TEXAS A&M UNIV.	3,266	2,471	76%	1,062	43%	445	420	94%	323	77%
C	2013	WEST TEXAS A&M UNIV.	3,426	2,647	77%	1,148	43%	416	408	98%	315	77%
C	2014	WEST TEXAS A&M UNIV.	3,866	3,045	79%	1,186	39%	442	411	93%	295	72%
		change	1,052	900		96		-95	-116		-66	
		percent change	37%	42%		9%		-18%	-22%		-18%	
		average yield					45%					74%
D	2009	SAM HOUSTON STATE	7,220	4,990	69%	2,111	42%	1,602	1,514	95%	1,135	75%
D	2010	SAM HOUSTON STATE	8,049	5,255	65%	2,200	42%	1,790	1,708	95%	1,171	69%

D	2011	SAM HOUSTON STATE	6,554	4,748	72%	2,013	42%	1,574	1,499	95%	1,080	72%
D	2012	SAM HOUSTON STATE	8,515	5,958	70%	2,335	39%	1,601	1,495	93%	1,089	73%
D	2013	SAM HOUSTON STATE	8,073	5,974	74%	2,181	37%	1,541	1,411	92%	994	70%
D	2014	SAM HOUSTON STATE	8,918	6,574	74%	2,173	33%	1,735	1,621	93%	1,099	68%
		change	1,698	1,584		62		133	107		-36	
		percent change	24%	32%		3%		8%	7%		-3%	
		average yield					39%					71%
D	2009	TX A&M-CORPUS CHRISTI	4,654	3,905	84%	1,285	33%	700	651	93%	386	59%
D	2010	TX A&M-CORPUS CHRISTI	4,982	4,314	87%	1,350	31%	671	610	91%	377	62%
D	2011	TX A&M-CORPUS CHRISTI	5,629	4,926	88%	1,444	29%	610	564	92%	363	64%
D	2012	TX A&M-CORPUS CHRISTI	6,492	5,696	88%	1,691	30%	555	525	95%	356	68%
D	2013	TX A&M-CORPUS CHRISTI	7,010	6,294	90%	1,983	32%	561	523	93%	334	64%
D	2014	TX A&M-CORPUS CHRISTI	7,830	6,368	81%	1,923	30%	574	527	92%	315	60%
		change	3,176	2,463		638		-126	-124		-71	
		percent change	68%	63%		50%		-18%	-19%		-18%	
		average yield					31%					63%
D	2009	TEXAS A&M-COMMERCE	2,181	1,535	70%	680	44%	826	736	89%	498	68%
D	2010	TEXAS A&M-COMMERCE	3,216	1,977	61%	748	38%	849	758	89%	538	71%
D	2011	TEXAS A&M-COMMERCE	3,298	2,010	61%	724	36%	930	787	85%	519	66%
D	2012	TEXAS A&M-COMMERCE	3,443	2,227	65%	777	35%	825	717	87%	517	72%
D	2013	TEXAS A&M-COMMERCE	3,901	2,745	70%	889	32%	749	666	89%	460	69%
D	2014	TEXAS A&M-COMMERCE	4,476	3,028	68%	971	32%	805	727	90%	496	68%
		change	2,295	1,493		291		-21	-9		-2	
		percent change	105%	97%		43%		-3%	-1%		0%	
		average yield					36%					69%
D	2009	TEXAS A&M-KINGSVILLE	3,263	3,187	98%	1,108	35%	358	330	92%	201	61%
D	2010	TEXAS A&M-KINGSVILLE	3,838	3,766	98%	1,287	34%	313	297	95%	207	70%
D	2011	TEXAS A&M-KINGSVILLE	4,095	3,726	91%	1,197	32%	386	347	90%	232	67%
D	2012	TEXAS A&M-KINGSVILLE	4,615	4,009	87%	1,241	31%	386	342	89%	221	65%
D	2013	TEXAS A&M-KINGSVILLE	6,513	5,242	81%	1,238	24%	363	316	87%	225	71%
D	2014	TEXAS A&M-KINGSVILLE	6,444	4,766	74%	1,092	23%	338	299	88%	198	66%
		change	3,181	1,579		-16		-20	-31		-3	
		percent change	97%	50%		-1%		-6%	-9%		-1%	
		average yield					30%					67%
D	2009	TEXAS SOUTHERN UNIV.	3,827	3,826	100%	946	25%	0	0	0%	0	0%
D	2010	TEXAS SOUTHERN UNIV.	5,374	4,068	76%	955	23%				0	0%
D	2011	TEXAS SOUTHERN UNIV.	3,882	3,331	86%	581	17%	0	0	0%	0	0%
D	2012	TEXAS SOUTHERN UNIV.	6,414	5,646	88%	1,151	20%	0	0	0%	0	0%
D	2013	TEXAS SOUTHERN UNIV.	7,485	3,241	43%	967	30%	624	356	57%	235	66%
D	2014	TEXAS SOUTHERN UNIV.	8,162	4,116	50%	1,295	31%	597	363	61%	236	65%
		change	4,335	290		349		597	363		236	
		percent change	113%	8%		37%						
		average 2013-2014 Transfers					25%					66%
D	2009	TEXAS WOMAN'S UNIV.	2,564	1,805	70%	677	38%	1,090	1,076	99%	525	49%
D	2010	TEXAS WOMAN'S UNIV.	3,606	3,070	85%	911	30%	1,084	1,049	97%	572	55%
D	2011	TEXAS WOMAN'S UNIV.	3,720	3,511	94%	964	27%	1,130	1,125	100%	585	52%
D	2012	TEXAS WOMAN'S UNIV.	4,599	3,648	79%	1,095	30%	1,169	1,156	99%	595	51%
D	2013	TEXAS WOMAN'S UNIV.	4,846	4,040	83%	1,078	27%	1,117	1,107	99%	525	47%
D	2014	TEXAS WOMAN'S UNIV.	4,972	4,074	82%	1,152	28%	1,107	1,104	100%	592	54%
		change	2,408	2,269		475		17	28		67	

		percent change average yield	94%	126%		70%	30%	2%	3%		13%	51%
D	2009	UT-PAN AMERICAN	6,396	4,340	68%	2,600	60%	687	641	93%	476	74%
D	2010	UT-PAN AMERICAN	7,369	5,108	69%	2,857	56%	801	744	93%	552	74%
D	2011	UT-PAN AMERICAN	8,673	5,912	68%	3,074	52%	921	855	93%	609	71%
D	2012	UT-PAN AMERICAN	9,187	5,682	62%	2,885	51%	1,004	905	90%	637	70%
D	2013	UT-PAN AMERICAN	9,732	6,735	69%	3,435	51%	1,024	913	89%	673	74%
D	2014	UT-PAN AMERICAN	10,570	6,611	63%	3,419	52%	943	862	91%	616	71%
		change	4,174	2,271		819		256	221		140	
		percent change	65%	52%		32%		37%	34%		29%	
		average yield					54%					73%
E	2009	TEXAS STATE UNIVERSITY	12,214	6,477	53%	3,787	58%	2,375	2,037	86%	1,661	82%
E	2010	TEXAS STATE UNIVERSITY	13,303	8,201	62%	4,028	49%	2,633	2,264	86%	1,716	76%
E	2011	TEXAS STATE UNIVERSITY	14,801	11,525	78%	4,539	39%	2,779	2,370	85%	1,693	71%
E	2012	TEXAS STATE UNIVERSITY	16,055	12,540	78%	4,173	33%	2,750	2,504	91%	1,618	65%
E	2013	TEXAS STATE UNIVERSITY	18,766	14,091	75%	5,261	37%	2,592	2,353	91%	1,622	69%
E	2014	TEXAS STATE UNIVERSITY	18,233	14,266	78%	5,451	38%	2,762	2,445	89%	1,692	69%
		change	6,019	7,789		1,664		387	408		31	
		percent change	49%	120%		44%		16%	20%		2%	
		average yield					43%					72%
E	2009	TEXAS TECH UNIVERSITY	10,269	9,255	90%	4,011	43%	1,674	1,602	96%	1,177	73%
E	2010	TEXAS TECH UNIVERSITY	12,574	9,611	76%	4,411	46%	1,622	1,513	93%	1,087	72%
E	2011	TEXAS TECH UNIVERSITY	12,389	8,794	71%	4,093	47%	1,605	1,472	92%	1,148	78%
E	2012	TEXAS TECH UNIVERSITY	13,964	9,888	71%	4,176	42%	1,549	1,377	89%	1,055	77%
E	2013	TEXAS TECH UNIVERSITY	13,753	11,038	80%	4,455	40%	1,655	1,585	96%	1,140	72%
E	2014	TEXAS TECH UNIVERSITY	15,565	12,631	81%	5,213	41%	1,856	1,779	96%	1,269	71%
		change	5,296	3,376		1,202		182	177		92	
		percent change	52%	36%		30%		11%	11%		8%	
		average yield					43%					74%
E	2009	UT AT ARLINGTON	6,752	5,036	75%	2,479	49%	2,970	2,761	93%	1,758	64%
E	2010	UT AT ARLINGTON	8,319	6,011	72%	2,681	45%	3,194	2,968	93%	1,757	59%
E	2011	UT AT ARLINGTON	9,055	6,257	69%	2,529	40%	3,205	2,952	92%	1,732	59%
E	2012	UT AT ARLINGTON	9,762	6,058	62%	2,474	41%	2,864	2,620	91%	1,642	63%
E	2013	UT AT ARLINGTON	10,117	6,488	64%	2,570	40%	2,873	2,570	90%	1,596	62%
E	2014	UT AT ARLINGTON	10,040	6,589	66%	2,564	39%	2,951	2,722	92%	1,666	61%
		change	3,288	1,553		85		-19	-39		-92	
		percent change	49%	31%		3%		-1%	-1%		-5%	
		average yield					42%					61%
E	2009	U. OF TEXAS AT DALLAS	5,038	2,561	51%	1,254	49%	1,444	913	63%	732	80%
E	2010	U. OF TEXAS AT DALLAS	4,995	2,699	54%	1,290	48%	1,386	1,036	75%	770	74%
E	2011	U. OF TEXAS AT DALLAS	5,640	3,030	54%	1,611	53%	1,337	987	74%	823	83%
E	2012	U. OF TEXAS AT DALLAS	6,077	3,319	55%	1,392	42%	1,457	1,106	76%	817	74%
E	2013	U. OF TEXAS AT DALLAS	6,410	4,533	71%	2,082	46%	1,352	1,049	78%	795	76%
E	2014	U. OF TEXAS AT DALLAS	7,324	5,689	78%	2,339	41%	1,400	1,141	82%	880	77%
		change	2,286	3,128		1,085		-44	228		148	
		percent change	45%	122%		87%		-3%	25%		20%	
		average yield					46%					77%
E	2009	U. OF TEXAS AT EL PASO	5,391	5,371	100%	2,314	43%	1,201	1,139	95%	790	69%
E	2010	U. OF TEXAS AT EL PASO	4,823	4,679	97%	2,445	52%	1,227	1,160	95%	844	73%
E	2011	U. OF TEXAS AT EL PASO	5,347	5,299	99%	2,679	51%	1,182	1,135	96%	853	75%

E	2012	U. OF TEXAS AT EL PASO	5,881	5,874	100%	2,662	45%	1,346	1,301	97%	851	65%
E	2013	U. OF TEXAS AT EL PASO	6,527	6,523	100%	2,977	46%	1,308	1,258	96%	883	70%
E	2014	U. OF TEXAS AT EL PASO	6,784	6,778	100%	2,969	44%	1,259	1,220	97%	868	71%
		change	1,393	1,407		655		58	81		78	
		percent change	26%	26%		28%		5%	7%		10%	
		average yield					47%					71%
E	2009	UT AT SAN ANTONIO	11,837	10,081	85%	4,488	45%	1,622	1,499	92%	986	66%
E	2010	UT AT SAN ANTONIO	13,117	10,344	79%	4,732	46%	1,659	1,461	88%	974	67%
E	2011	UT AT SAN ANTONIO	14,041	10,934	78%	4,724	43%	1,776	1,542	87%	1,013	66%
E	2012	UT AT SAN ANTONIO	14,544	10,575	73%	4,191	40%	1,617	1,418	88%	992	70%
E	2013	UT AT SAN ANTONIO	13,486	8,318	62%	3,464	42%	1,429	1,201	84%	914	76%
E	2014	UT AT SAN ANTONIO	14,437	10,949	76%	4,767	44%	1,545	1,302	84%	925	71%
		change	2,600	868		279		-77	-197		-61	
		percent change	22%	9%		6%		-5%	-13%		-6%	
		average yield					43%					69%
E	2009	UNIVERSITY OF HOUSTON	10,474	7,302	70%	3,104	43%	2,245	2,041	91%	1,337	66%
E	2010	UNIVERSITY OF HOUSTON	11,897	8,197	69%	3,416	42%	2,665	2,445	92%	1,764	72%
E	2011	UNIVERSITY OF HOUSTON	13,607	8,611	63%	3,525	41%	2,997	2,663	89%	1,954	73%
E	2012	UNIVERSITY OF HOUSTON	15,391	8,637	56%	3,214	37%	3,166	2,790	88%	2,022	72%
E	2013	UNIVERSITY OF HOUSTON	15,792	9,207	58%	3,204	35%	3,129	2,320	74%	1,650	71%
E	2014	UNIVERSITY OF HOUSTON	15,752	9,853	63%	3,759	38%	3,434	2,936	85%	2,048	70%
		change	5,278	2,551		655		1,189	895		711	
		percent change	50%	35%		21%		53%	44%		53%	
		average yield					39%					71%
E	2009	UNIV. OF NORTH TEXAS	11,107	8,152	73%	3,195	39%	2,844	2,711	95%	1,869	69%
E	2010	UNIV. OF NORTH TEXAS	10,865	8,200	75%	3,420	42%	2,674	2,549	95%	1,893	74%
E	2011	UNIV. OF NORTH TEXAS	12,276	9,190	75%	3,731	41%	2,502	2,381	95%	1,745	73%
E	2012	UNIV. OF NORTH TEXAS	13,826	10,371	75%	4,047	39%	2,623	2,527	96%	1,843	73%
E	2013	UNIV. OF NORTH TEXAS	14,551	10,325	71%	4,070	39%	2,612	2,439	93%	1,779	73%
E	2014	UNIV. OF NORTH TEXAS	14,118	10,076	71%	4,062	40%	2,620	2,402	92%	1,760	73%
		change	3,011	1,924		867		-224	-309		-109	
		percent change	27%	24%		27%		-8%	-11%		-6%	
		average yield					40%					73%
R	2009	TEXAS A&M UNIVERSITY	20,388	13,843	68%	7,705	56%	1,696	912	54%	759	83%
R	2010	TEXAS A&M UNIVERSITY	20,822	14,610	70%	7,825	54%	1,718	843	49%	717	85%
R	2011	TEXAS A&M UNIVERSITY	23,337	15,161	65%	7,902	52%	1,745	885	51%	737	83%
R	2012	TEXAS A&M UNIVERSITY	24,583	16,884	69%	7,812	46%	1,632	960	59%	787	82%
R	2013	TEXAS A&M UNIVERSITY	26,485	18,656	70%	9,293	50%	2,044	1,116	55%	967	87%
R	2014	TEXAS A&M UNIVERSITY	27,472	19,695	72%	9,823	50%	2,293	1,353	59%	1,168	86%
		change	7,084	5,852		2,118		597	441		409	
		percent change	35%	42%		27%		35%	48%		54%	
		average yield					51%					84%
R	2009	U. OF TEXAS AT AUSTIN	21,614	11,530	53%	6,470	56%	1,499	665	44%	519	78%
R	2010	U. OF TEXAS AT AUSTIN	21,478	11,709	55%	6,392	55%	1,431	569	40%	447	79%
R	2011	U. OF TEXAS AT AUSTIN	21,860	11,913	54%	6,106	51%	1,390	664	48%	504	76%
R	2012	U. OF TEXAS AT AUSTIN	23,473	13,434	57%	7,087	53%	1,258	604	48%	498	82%
R	2013	U. OF TEXAS AT AUSTIN	23,733	12,259	52%	6,462	53%	1,406	614	44%	470	77%
R	2014	U. OF TEXAS AT AUSTIN	22,623	12,083	53%	6,393	53%	1,442	535	37%	416	78%
		change	1,009	553		-77		-57	-130		-103	
		percent change	5%	5%		-1%		-4%	-20%		-20%	

		average yield					53%					78%
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Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates.

Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree.

Matched back six years to CBM001 to make sure they were FTUG at a college and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

Appendix D: Graduation Rates Fall 2005-2010 Cohorts by Institution

Peer Group	Institution	Cohort Year	Total Juniors - Natives			Total Juniors - Transfers		
			Total	Total Grads	%	Total	Total Grads	%
M	Master's Institutions	Average			79%			61%
M	Angelo State University	Average			78%			60%
M	Angelo State University	2005	574	427	74%	70	44	63%
M	Angelo State University	2006	569	435	76%	61	41	67%
M	Angelo State University	2007	544	421	77%	55	34	62%
M	Angelo State University	2008	583	466	80%	66	38	58%
M	Angelo State University	2009	583	457	78%	59	34	58%
M	Angelo State University	2010	677	532	79%	11	6	55%
M	Midwestern State University	Average			78%			68%
M	Midwestern State University	2005	425	333	78%	88	62	70%
M	Midwestern State University	2006	402	308	77%	131	82	63%
M	Midwestern State University	2007	415	334	80%	120	86	72%
M	Midwestern State University	2008	433	342	79%	117	82	70%
M	Midwestern State University	2009	419	330	79%	123	88	72%
M	Midwestern State University	2010	445	343	77%	129	79	61%
M	Sul Ross State University	Average			79%			60%
M	Sul Ross State University	2005	109	81	74%	19	11	58%
M	Sul Ross State University	2006	111	95	86%	11	4	36%
M	Sul Ross State University	2007	103	79	77%	13	9	69%
M	Sul Ross State University	2008	108	86	80%	12	8	67%
M	Sul Ross State University	2009	111	89	80%	26	17	65%
M	Sul Ross State University	2010	94	75	80%	23	15	65%
M	Sul Ross - Rio Grande+*	Average			83%			41%
M	Sul Ross - Rio Grande+*	2005				97	41	42%
M	Sul Ross - Rio Grande+*	2006				99	44	44%
M	Sul Ross - Rio Grande+*	2007				57	26	46%
M	Sul Ross - Rio Grande+*	2008				100	42	42%
M	Sul Ross - Rio Grande+*	2009				126	47	37%
M	Sul Ross - Rio Grande+*	2010				90	33	37%
M	Texas A&M Univ. Galveston	Average			90%			64%
M	Texas A&M Univ. Galveston	2005	161	149	93%	24	16	67%
M	Texas A&M Univ. Galveston	2006	164	149	91%	20	15	75%
M	Texas A&M Univ. Galveston	2007	144	132	92%	17	11	65%
M	Texas A&M Univ. Galveston	2008	174	155	89%	28	19	68%
M	Texas A&M Univ. Galveston	2009	143	132	92%	20	13	65%

M	Texas A&M Univ. Galveston	2010	192	166	86%	17	8	47%
M	Texas A&M -Central TX+	Average						60%
M	Texas A&M -Central TX+	2005						
M	Texas A&M -Central TX+	2006						
M	Texas A&M -Central TX+	2007						
M	Texas A&M -Central TX+	2008						
M	Texas A&M -Central TX+	2009				113	64	57%
M	Texas A&M -Central TX+	2010				114	73	64%
M	Texas A&M -San Antonio+	Average						68%
M	Texas A&M -San Antonio+	2005				128	87	68%
M	Texas A&M -San Antonio+	2006				115	79	69%
M	Texas A&M -San Antonio+	2007				111	73	66%
M	Texas A&M -San Antonio+	2008				128	93	73%
M	Texas A&M -San Antonio+	2009				305	206	68%
M	Texas A&M -San Antonio+	2010				390	254	65%
M	Texas A&M -Texarkana++	Average						67%
M	Texas A&M -Texarkana++	2005				128	87	68%
M	Texas A&M -Texarkana++	2006				115	79	69%
M	Texas A&M -Texarkana++	2007				111	73	66%
M	Texas A&M -Texarkana++	2008				128	93	73%
M	Texas A&M -Texarkana++	2009				99	56	57%
M	Texas A&M -Texarkana++	2010				143	98	69%
M	UT at Brownsville	Average			70%			59%
M	UT at Brownsville	2005	47	30	64%	166	102	61%
M	UT at Brownsville	2006	23	15	65%	142	88	62%
M	UT at Brownsville	2007	16	8	50%	145	83	57%
M	UT at Brownsville	2008	32	22	69%	163	98	60%
M	UT at Brownsville	2009	107	91	85%	184	113	61%
M	UT at Brownsville	2010	163	141	87%	209	110	53%
M	UT at Tyler	Average			84%			60%
M	UT at Tyler	2005	155	127	82%	388	214	55%
M	UT at Tyler	2006	411	331	81%	332	204	61%
M	UT at Tyler	2007	487	405	83%	284	163	57%
M	UT at Tyler	2008	547	461	84%	292	177	61%
M	UT at Tyler	2009	342	299	87%	197	124	63%
M	UT at Tyler	2010	306	267	87%	280	178	64%
M	The UT Permian Basin	Average			80%			60%
M	The UT Permian Basin	2005	125	101	81%	113	65	58%
M	The UT Permian Basin	2006	143	105	73%	116	70	60%
M	The UT Permian Basin	2007	141	108	77%	85	53	62%
M	The UT Permian Basin	2008	135	111	82%	85	58	68%

M	The UT Permian Basin	2009	135	110	81%	114	61	54%
M	The UT Permian Basin	2010	187	158	84%	110	62	56%
M	U Houston-Clear Lake++	Average						67%
M	U Houston-Clear Lake++	2005				389	263	68%
M	U Houston-Clear Lake++	2006				665	439	66%
M	U Houston-Clear Lake++	2007				547	378	69%
M	U Houston-Clear Lake++	2008				663	466	70%
M	U Houston-Clear Lake++	2009				746	487	65%
M	U Houston-Clear Lake++	2010				833	553	66%
M	U Houston-Downtown	Average			64%			58%
M	U Houston-Downtown	2005	386	230	60%	382	217	57%
M	U Houston-Downtown	2006	349	212	61%	514	305	59%
M	U Houston-Downtown	2007	348	238	68%	550	335	61%
M	U Houston-Downtown	2008	337	225	67%	478	271	57%
M	U Houston-Downtown	2009	308	196	64%	568	317	56%
M	U Houston-Downtown	2010	302	203	67%	575	335	58%
M	U Houston-Victoria++	Average						63%
M	U Houston-Victoria++	2005				211	132	63%
M	U Houston-Victoria++	2006				192	115	60%
M	U Houston-Victoria++	2007				174	116	67%
M	U Houston-Victoria++	2008				179	123	69%
M	U Houston-Victoria++	2009				182	111	61%
M	U Houston-Victoria++	2010				191	117	61%
M	U of N TX at Dallas++	Average						71%
M	U of N TX at Dallas++	2005						
M	U of N TX at Dallas++	2006						
M	U of N TX at Dallas++	2007						
M	U of N TX at Dallas++	2008						
M	U of N TX at Dallas++	2009				168	121	72%
M	U of N TX at Dallas++	2010				175	124	71%
C	Comprehensive Institutions	Average			79%			67%
C	Lamar University	Average			75%			57%
C	Lamar University	2005	705	516	73%	91	48	53%
C	Lamar University	2006	723	547	76%	80	44	55%
C	Lamar University	2007	760	563	74%	97	66	68%
C	Lamar University	2008	789	598	76%	100	54	54%
C	Lamar University	2009	766	557	73%	110	60	55%
C	Lamar University	2010	777	590	76%	126	76	60%
C	Prairie View A&M University	Average			69%			70%
C	Prairie View A&M University	2005	710	495	70%	67	45	67%
C	Prairie View A&M University	2006	767	532	69%	70	47	67%

C	Prairie View A&M University	2007	739	493	67%	80	52	65%
C	Prairie View A&M University	2008	710	480	68%	36	28	78%
C	Prairie View A&M University	2009	828	593	72%	37	26	70%
C	Prairie View A&M University	2010	768	531	69%	52	39	75%
C	Stephen F. Austin State	Average			86%			72%
C	Stephen F. Austin State	2005	1,310	1,097	84%	231	164	71%
C	Stephen F. Austin State	2006	1,226	1,051	86%	224	160	71%
C	Stephen F. Austin State	2007	1,151	1,003	87%	204	147	72%
C	Stephen F. Austin State	2008	1,124	969	86%	234	177	76%
C	Stephen F. Austin State	2009	1,214	1,038	86%	259	166	64%
C	Stephen F. Austin State	2010	1,233	1,057	86%	288	219	76%
C	Tarleton State University	Average			85%			73%
C	Tarleton State University	2005	597	511	86%	292	216	74%
C	Tarleton State University	2006	636	528	83%	356	244	69%
C	Tarleton State University	2007	603	494	82%	353	232	66%
C	Tarleton State University	2008	591	507	86%	368	283	77%
C	Tarleton State University	2009	694	603	87%	317	235	74%
C	Tarleton State University	2010	717	619	86%	384	299	78%
C	Texas A&M International	Average			79%			63%
C	Texas A&M International	2005	218	169	78%	151	90	60%
C	Texas A&M International	2006	210	168	80%	176	115	65%
C	Texas A&M International	2007	267	218	82%	169	117	69%
C	Texas A&M International	2008	271	218	80%	135	88	65%
C	Texas A&M International	2009	386	308	80%	171	108	63%
C	Texas A&M International	2010	435	336	77%	196	104	53%
C	West Texas A&M University	Average			81%			69%
C	West Texas A&M University	2005	486	379	78%	1,012	729	72%
C	West Texas A&M University	2006	498	403	81%	1,027	759	74%
C	West Texas A&M University	2007	467	379	81%	676	473	70%
C	West Texas A&M University	2008	525	440	84%	223	160	72%
C	West Texas A&M University	2009	554	453	82%	267	166	62%
C	West Texas A&M University	2010	613	480	78%	275	177	64%
D	Doctoral Institutions	Average			77%			67%
D	Sam Houston State Univ.	Average			86%			74%
D	Sam Houston State Univ.	2005	935	805	86%	434	305	70%
D	Sam Houston State Univ.	2006	1,080	920	85%	326	248	76%
D	Sam Houston State Univ.	2007	1,194	1,034	87%	324	244	75%
D	Sam Houston State Univ.	2008	1,276	1,107	87%	339	249	73%
D	Sam Houston State Univ.	2009	1,325	1,140	86%	451	330	73%
D	Sam Houston State Univ.	2010	1,325	1,150	87%	480	360	75%
D	Texas A&M - Commerce	Average			79%			70%

D	Texas A&M - Commerce	2005	339	273	81%	321	222	69%
D	Texas A&M - Commerce	2006	267	213	80%	340	243	71%
D	Texas A&M - Commerce	2007	250	191	76%	516	386	75%
D	Texas A&M - Commerce	2008	272	212	78%	387	261	67%
D	Texas A&M - Commerce	2009	315	248	79%	379	252	66%
D	Texas A&M - Commerce	2010	327	261	80%	447	322	72%
D	Texas A&M -Corpus Christi	Average			82%			67%
D	Texas A&M -Corpus Christi	2005	597	497	83%	231	167	72%
D	Texas A&M -Corpus Christi	2006	563	477	85%	212	128	60%
D	Texas A&M -Corpus Christi	2007	641	545	85%	179	135	75%
D	Texas A&M -Corpus Christi	2008	744	607	82%	237	156	66%
D	Texas A&M -Corpus Christi	2009	625	499	80%	218	145	67%
D	Texas A&M -Corpus Christi	2010	612	490	80%	239	154	64%
D	Texas A&M -Kingsville	Average			76%			71%
D	Texas A&M -Kingsville	2005	462	321	69%	173	112	65%
D	Texas A&M -Kingsville	2006	428	321	75%	211	148	70%
D	Texas A&M -Kingsville	2007	383	294	77%	242	173	71%
D	Texas A&M -Kingsville	2008	398	308	77%	329	233	71%
D	Texas A&M -Kingsville	2009	391	306	78%	117	85	73%
D	Texas A&M -Kingsville	2010	394	306	78%	102	75	74%
D	Texas Southern University	Average			59%			44%
D	Texas Southern University	2005	603	318	53%	52	21	40%
D	Texas Southern University	2006	638	383	60%	51	15	29%
D	Texas Southern University	2007	621	378	61%	44	22	50%
D	Texas Southern University	2008	542	325	60%	32	16	50%
D	Texas Southern University	2009	502	297	59%	37	13	35%
D	Texas Southern University	2010	502	310	62%	22	13	59%
D	Texas Woman's University	Average			81%			69%
D	Texas Woman's University	2005	348	287	82%	232	150	65%
D	Texas Woman's University	2006	392	303	77%	236	154	65%
D	Texas Woman's University	2007	395	330	84%	278	193	69%
D	Texas Woman's University	2008	421	351	83%	253	184	73%
D	Texas Woman's University	2009	425	336	79%	295	212	72%
D	Texas Woman's University	2010	437	349	80%	357	251	70%
D	UT-Pan American	Average			75%			75%
D	UT-Pan American	2005	1,433	1,100	77%	305	226	74%
D	UT-Pan American	2006	1,503	1,155	77%	300	227	76%
D	UT-Pan American	2007	1,662	1,270	76%	311	248	80%
D	UT-Pan American	2008	1,599	1,183	74%	280	222	79%
D	UT-Pan American	2009	1,571	1,162	74%	368	271	74%
D	UT-Pan American	2010	1,671	1,212	73%	396	265	67%

E	Emerging Research	Average			81%			66%
E	Texas State University - SM	Average			82%			71%
E	Texas State University - SM	2005	2,131	1,769	83%	735	531	72%
E	Texas State University - SM	2006	2,088	1,742	83%	780	561	72%
E	Texas State University - SM	2007	2,149	1,788	83%	723	523	72%
E	Texas State University - SM	2008	2,115	1,735	82%	806	588	73%
E	Texas State University - SM	2009	2,382	1,959	82%	853	599	70%
E	Texas State University - SM	2010	2,468	2,001	81%	950	655	69%
E	Texas Tech University	Average			87%			74%
E	Texas Tech University	2005	3,223	2,739	85%	285	216	76%
E	Texas Tech University	2006	3,151	2,704	86%	305	224	73%
E	Texas Tech University	2007	2,805	2,420	86%	341	261	77%
E	Texas Tech University	2008	2,812	2,462	88%	395	293	74%
E	Texas Tech University	2009	2,991	2,646	88%	440	317	72%
E	Texas Tech University	2010	2,973	2,602	88%	411	292	71%
E	UT Arlington	Average			81%			61%
E	UT Arlington	2005	1,275	986	77%	875	522	60%
E	UT Arlington	2006	1,215	953	78%	702	412	59%
E	UT Arlington	2007	1,145	935	82%	784	464	59%
E	UT Arlington	2008	1,108	914	82%	855	568	66%
E	UT Arlington	2009	1,151	957	83%	1,073	656	61%
E	UT Arlington	2010	1,286	1,064	83%	1,132	694	61%
E	UT Dallas	Average			87%			69%
E	UT Dallas	2005	931	810	87%	632	446	71%
E	UT Dallas	2006	928	807	87%	576	381	66%
E	UT Dallas	2007	880	775	88%	639	445	70%
E	UT Dallas	2008	842	753	89%	621	427	69%
E	UT Dallas	2009	857	734	86%	658	466	71%
E	UT Dallas	2010	927	809	87%	708	475	67%
E	UT El Paso	Average			74%			62%
E	UT El Paso	2005	1,346	972	72%	358	224	63%
E	UT El Paso	2006	1,486	1,097	74%	350	222	63%
E	UT El Paso	2007	1,519	1,152	76%	445	264	59%
E	UT El Paso	2008	1,472	1,116	76%	448	304	68%
E	UT El Paso	2009	1,445	1,086	75%	530	327	62%
E	UT El Paso	2010	1,435	1,048	73%	521	285	55%
E	UT San Antonio	Average			76%			65%
E	UT San Antonio	2005	1,618	1,208	75%	626	406	65%
E	UT San Antonio	2006	1,762	1,275	72%	678	442	65%
E	UT San Antonio	2007	1,938	1,453	75%	654	439	67%
E	UT San Antonio	2008	2,053	1,567	76%	654	439	67%

E	UT San Antonio	2009	2,057	1,600	78%	671	412	61%
E	UT San Antonio	2010	2,252	1,756	78%	685	424	62%
E	University of Houston	Average			80%			58%
E	University of Houston	2005	2,134	1,637	77%	774	457	59%
E	University of Houston	2006	2,174	1,713	79%	809	446	55%
E	University of Houston	2007	2,188	1,750	80%	590	357	61%
E	University of Houston	2008	2,176	1,765	81%	681	365	54%
E	University of Houston	2009	2,279	1,845	81%	512	309	60%
E	University of Houston	2010	2,285	1,908	84%	1,089	625	57%
E	University of North Texas	Average			82%			68%
E	University of North Texas	2005	2,055	1,656	81%	923	624	68%
E	University of North Texas	2006	2,169	1,757	81%	1,009	660	65%
E	University of North Texas	2007	2,274	1,873	82%	998	677	68%
E	University of North Texas	2008	2,314	1,893	82%	1,166	803	69%
E	University of North Texas	2009	2,362	1,927	82%	1,072	741	69%
E	University of North Texas	2010	2,346	1,944	83%	996	700	70%
R	Research Institutions	Average			91%			84%
R	Texas A&M University	Average			93%			88%
R	Texas A&M University	2005	6,260	5,845	93%	393	352	90%
R	Texas A&M University	2006	6,361	5,930	93%	457	407	89%
R	Texas A&M University	2007	6,616	6,133	93%	453	391	86%
R	Texas A&M University	2008	7,007	6,505	93%	428	368	86%
R	Texas A&M University	2009	6,764	6,258	93%	368	337	92%
R	Texas A&M University	2010	6,437	5,971	93%	413	363	88%
R	UT Austin	Average			89%			79%
R	UT Austin	2005	5,997	5,285	88%	218	182	83%
R	UT Austin	2006	5,917	5,268	89%	278	218	78%
R	UT Austin	2007	5,873	5,263	90%	261	201	77%
R	UT Austin	2008	5,883	5,273	90%	251	189	75%
R	UT Austin	2009	5,954	5,309	89%	229	185	81%
R	UT Austin	2010	5,453	4,912	90%	265	209	79%

+Upper-division level only; Natives would be high school graduates with dual credit

++ Four year cohort date not yet available for natives

*FERPA restricted, less than 5.



This document is available on the Texas Higher Education Coordinating Board website:
<http://www.thecb.state.tx.us>

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